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ABSTRACT

This issue contains the annual reports from the 50 states, the District of Columbia, and five of the seven Canadian province-wide agencies (Alberta, Manitoba, Maritime Provinces, Ontario, and Saskatchewan) focusing on problems, activities, achievements, and other areas of interest to the postsecondary education community. For each state or area, the address and chief executive officer of the agency are given. Elements in the annual reports include such topics as organizational changes, appropriations, enrollment, student financial aid, special studies of state needs, facilities, desegregation, affirmative action and equal education, government agency roles, master plans, budgeting, special funding, cooperative agreements, program review, some legislative activities, policy changes, and special projects. (MSE)

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In This Issue: This issue contains the annual reports from the 50 states, the District of Columbia and 5 of the 7 Canadian province-wide agencies focusing on problems, activities, achievements and other areas of interest to the postsecondary education community. The annual tabular analysis from these annual reports, "1980 Major Issues of Concern to State Higher Education," has been compiled and is available on request from the Education Commission of the States, State Services Division, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295.

ALABAMA

Commission on Higher Education
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John F. Porter, Executive Director

Statewide Plan

The development of a statewide long-range higher education plan for 1980-85 is currently under way. The final plan will be broken into two main sections, one relating to recommendations for structural changes in higher education and the second focusing on programmatic recommendations and role and scope statements for all institutions. Recommendations for structural changes that have been adopted by the Commission on Higher Education include the phaseout of a two-year senior institution, the shift toward community college objectives for a four-year institution and the realignment of the 43 two-year institutions into 12 community college districts. Two additional recommendations, now in draft form, address (1) the problems in two cities in which two or more four-year institutions exist, one of which is a historically black institution and (2) the status and future of medical education in the state. Action on these two recommendations was expected in late summer 1980. The second section also should have been completed at that time.

Changes in Structure

Off-Campus Programs

All off-campus programs were reviewed during 1979-80, with the exception of several sites that were exempt from review. These exemptions did have limiting effects on the total outcome of the process. In spite of that, a comparison of fall 1978 and fall 1979 data reveals there has been a 38.9 percent reduction in the number of off-campus sites, a 56.1 percent reduction in the number of off-campus courses offered, a 52.4 percent reduction in the number of off-campus students enrolled and a 54.5 percent reduction in total off-campus credit hour production. A qualitative improvement has also become apparent since the imposition of quality criteria through the review process.

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Energy Conservation

The Commission on Higher Education has been designated in the state's energy conservation plan as the agency responsible for implementing an energy conservation program throughout public and independent postsecondary education institutions in the state. The commission conducted workshops and is publishing a newsletter for the exchange of ideas and making professional expertise available to the institutions. A utilities cost and quantity survey was initiated to supplement the commission's budget recommendations to the legislature and to evaluate the effectiveness of institutional energy conservation programs.

Appropriations

The 1980-81 education appropriations bill included $362.4 million for higher education, a 13.9 percent increase over last year's appropriation. This total is distributed as follows: universities, $279.1 million (14.4 percent increase); junior colleges, $44.7 million (11.1 percent increase); technical colleges, $37.2 million (14.5 percent increase); and other higher education, $1.5 million (no increase).

Student Aid

During the 1979 session of the legislature, $1,105,009 was appropriated to fund the State Student Incentive Grant Program (SSIG) for 1979-80. In addition, Alabama qualified for $1,095,000 in matching federal SSIG funds. The 1980 legislature appropriated $656,857 in state funds to be matched by $579,467 in federal funds for operation of the program in 1980-81. For its third year of operation, $3 million was appropriated for 1980-81 to the Alabama Student Grant Program. This program provides grants to bona fide residents of Alabama for undergraduate attendance at certain independent nonprofit Alabama postsecondary education institutions. The 1980 legislature authorized the establishment of a guaranteed student loan program for Alabama residents, which is to be administered by the Commission on Higher Education. It is expected that the first loans will be granted in the late spring of 1981.

Nursing Education Study

The statewide study of nursing education is now in its final stages. A draft of the final report was circulated in July for review and comment, and the staff will present the complete report to the commission in October. The study addresses supply and demand for practical and registered nurses, by level of preparation, for 1984. It also examines minority representation in nursing and the quality of existing programs.

ALASKA

Commission on Postsecondary Education
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Kerry D. Romesburg, Executive Director

Commission Responsibilities

At the conclusion of the 1979-80 fiscal year, the Commission on Postsecondary Education marked its fourth full year of operation. During that time it has continuously administered the State Student Loan Program, implemented and administered Alaska's statute relating to the regulation of postsecondary education institutions and their agents and operated as the state approval agency under the terms of the Veterans Administration state contract. It also has administered Alaska's participation in the WICHE* student exchange and fellowship programs, participated in the Student Educational Incentive Grant program, served as administrator or liaison for

*Western Interstate Commission for Higher Education

several other federal programs or activities and conducted several studies related to operational/funding practices or criteria affecting the state's institutions of higher education. Planning for agency growth continues to be a major operational concern. The current rate of agency growth is precipitated by several factors, all of which converge to impact facilities, personnel and budget in a manner that maintains a large gap between the demand for and the availability of resources. This rapid growth is projected well into the 1980s with some "plateauing" of the growth curve anticipated to begin a year or two before the advent of the next decade.

Concern for Agency Growth

The commission continues to publish its *Directory of Postsecondary Educational Institutions*, which is an inventory of institutions, programs and financial aid opportunities. The annual high school senior survey, conducted and published for four consecutive years, has provided useful information to local school districts and postsecondary institutions about the future plans of graduates, as well as some feedback about what the graduates thought about their high school experiences, programs and services. Results of the survey have been fairly consistent over the years and a biannual or triannual survey cycle is now being contemplated.

Institutional Directory

High School Seniors Study

The Alaska Student Loan Program, administered by the commission, annually reinforces its position as the most popular and fastest growing program in the state. Since its inception in 1971-72 when $1.6 million was loaned to 1,081 students, the loan program grew to over $12 million and about 3,900 loans for the 1979-80 school year. Students qualifying for the loans are free to attend accredited institutions of their choice at any location. During 1978-79, for example, there were student loan recipients attending schools in every other state except Delaware. Maximum loans available are still set at $3,000 per year and $5,000 per year respectively for undergraduate and graduate students.

Student Loans

Under the state's postsecondary education regulatory statute, which requires the licensing of all institutions and agents that operate in Alaska, the number of authorizations that remain valid annually has stabilized at 47 or 48 since the statute was implemented in mid-1976. An additional 9 or 10 institutions that are not based in Alaska annually renew their authorization to operate for the purposes of advertising and recruiting in the state.

Institutional Authorization

The general fund appropriation for the University of Alaska's statewide budget for fiscal year 1981 was $103.4 million, an 18 percent increase over last year's figure. The total authorization for the system is $172.4 million, $1.5 million over the 1979-80 total. The need for increased staff has been addressed, with approximately 120 new positions authorized. A major reorganization at the University of Alaska, Juneau, altered this campus from a two-year community college and two-year senior college to a four-year liberal arts college containing six divisions, of which the Juneau-Douglas Community College is one component.

Appropriations

Institutional Reorganization

ARIZONA

State Board of Regents
1535 West Jefferson
Phoenix, Arizona 85007
Robert A. Huff, Executive Director

The 1979 fall semester enrollments in the Arizona University System totaled

Enrollments

78,699 headcount and 64,838 audited full-time equivalent (FTE), a 2.2 percent increase in headcount and a 2.5 percent increase in FTE over the previous year. Each of the three state universities in the system experienced increases.

Cost Study

A systemwide cost study was conducted by the Board of Regents' central staff and representatives of the universities. The study analyzed the existing base in the instruction component of the university budgets and compared credit hour productivities, faculty salaries and other direct instruction costs at the three institutions. The study also identified "ideal" credit hour productivity levels for each of the Higher Education General Information Survey (HEGIS) subject matter areas by level (lower division, upper division, graduate) and the funds necessary to permit the universities to reach these goals.

Registration Form Policy

The regents adopted a new policy mandating that the university registration forms include an affidavit requiring signatures by which the student may elect to accept or waive student health insurance coverage. The new policy also specifies that the board select one carrier, if possible, for blanket insurance coverage at all three universities.

New Tuition/Fee Policies

The board rescinded the policies adopted in September 1978, which indexed the tuition and fee rates to the Consumer Price Index. The new rates adopted by the board for 1980-81 will require residents students to pay 20 percent of the average cost of education for all students at the three combined universities. Nonresident students at the University of Arizona and Arizona State University will pay 85 percent of the cost and nonresident students at Northern Arizona University will pay 71 percent.

Mission and Scope

Each state university prepared draft mission and scope statements according to guidelines established by the Board of Regents. Those statements were reviewed and revised by a subcommittee for consideration by the full board.

Faculty Salary Study

A study was conducted by the board staff of the equity of the salaries of all full-time-tenured and tenure-eligible faculty by academic rank, by academic unit and by the length of time faculty have held their current ranks. The study concluded that no prevailing pattern of inequity is evident in faculty salaries among the institutions of the university system. A unified personnel system covering all classified personnel in the senior universities was adopted by the board. The system, mandated by the legislature, will cover approximately 8,000 employees. The legislature appropriated $1.8 million to implement the new system in 1980-81. The board adopted a "conditions of faculty service" document defining the terms of the employment of faculty members at the state universities. Implementation will be developed by each university.

Unified Personnel System

Land Utilization Plan

Specifications for the development of a master plan for the utilization of land no longer needed by the state universities for agricultural purposes were approved by the board. A land use planning and management firm was selected to draft the plan. The legislature authorized the regents to issue $62.5 million in revenue bonds for the construction of academic facilities at the three universities. Student fees will be dedicated to the retirement of the bonds, and each project must be approved by the Joint Legislative Budget Committee.

Facilities Funding

ARKANSAS

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T. Michael Elliott, Director

Changes in: Appropriations, Budgeting, Formula and Computer-based System

Major efforts were made during the past year to change and improve the appropriations process for the colleges and universities. The budgeting structure was modified to more closely correspond with the National Association of College and University Business Officers accounting guidelines, and formula areas were changed to reflect more accurately both historical patterns of expenditures and institutional needs. This modified approach will be the basis for appropriations recommendations to be made to the governor and General Assembly for the 1981 session. An integral part of the improved process is a computer-based modeling system in which policy decisions in the various programs can be modified and cost projections produced in a short time. The major goal of these changes is to base appropriations to institutions on a series of explicit public policy decisions.

Community Colleges Development

The major development of community colleges in Arkansas has taken place since 1973 when the community college legislation was amended and funding provided to create new institutions. Since that time, four new community colleges have been established, one two-year branch of a four-year institution was created and a vocational-technical school was changed to a two-year technical branch of a four-year institution. There continues to be interest in some communities in creating additional institutions. A proposal was denied by the Board of Higher Education in October 1979 for a new community college in Jackson County and a proposal that has not yet been considered by the board is to be proposed from Benton County. In addition, the possible merger of an existing public vocational-technical school and an off-campus center of a four-year institution into a community college district is under study in Polk County.

Student Aid

The State Scholarship Program, created in 1975, operates with funding from both the state and the federal State Student Incentive Grant Program. In July 1979, the program was opened to third-year students and fourth-year students were added in July 1980. During the past year the program expanded by major proportions with awards almost double the previous year. Total funding for the program exceeded $1 million for the first time in 1979-80 and will exceed $2 million for 1980-81. Work is almost complete on a computerized award and records system for the program, and studies are under way on legislative changes necessary to allow the program to continue to grow.

Desegregation

Progress on meeting the goals of the state's higher education desegregation plan seemed to decline during the 1978-79 academic year. This lack of progress was particularly obvious in student recruitment, student retention and faculty and staff development. Three task forces, developed in early 1980 to make suggestions for overcoming these deficiencies, were expected to present final recommendations prior to the beginning of the fall 1980 semester.

Data System Revision

A major emphasis during the year has been a revision of the data collection and data analysis system of the department. A task force developed a revised data collection plan with data definitions, data elements and forms. Data

processing equipment, partially funded by a National Center for Education Statistics grant, became operational in July 1980 serving data analysis needs and providing word-processing support for the agency.

Transfer/ Articulation

Transfer and articulation among institutions and programs remain a concern. Act 88, adopted in the 1979 legislative session, calls for an integrated transfer program in the field of nursing to include transfer of courses, validation of previous education and challenge by examination. In addition, a task force is now working on the entire problem of transfer and articulation among institutions. Primary emphasis has been placed on credit by examination, transfer of general education courses, degree definitions at the two-year level and articulation between vocational-technical schools and colleges.

CALIFORNIA

Postsecondary Education Commission
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Patrick M. Callan, Director

Service to Governor and Legislature

Throughout 1979-80, the Postsecondary Education Commission staff provided to the governor and legislature extensive analysis of fiscal issues raised by the University of California's and the State University and Colleges' requests and by various legislative proposals involving postsecondary education. Commission staff also provided a number of policy studies on issues of concern to the legislature and to the postsecondary education community.

Fiscal and Enrollment Pressures

Many of the fiscal and policy analyses completed by the commission this year have shared the common theme of the changing environment for postsecondary education and policy making in California. Both public and independent postsecondary education will face future financial exigencies resulting from projected enrollment decreases and from financial constraints brought on by legislative responses to Proposition 13 (property tax reduction) and Proposition 4 (spending limitation). In anticipation of the growing need to formulate new kinds of state-level and institutional policies on enrollment planning, funding formulae, faculty staffing and capital outlay planning, the commission contracted for a study of the manner in which selected California public colleges and universities had responded to enrollment and fiscal pressures during the first post-Proposition 13 budget year, 1978-79. Commission staff also prepared a special report on the effects of Proposition 4 on public postsecondary education.

Statewide Planning

The commission's second five-year plan will provide the basis for postsecondary planning for the first half of the 1980s. Commission staff also developed a series of planning papers on the future environment of postsecondary education, students, resources, faculty issues, and state and segmental planning for California. These papers are intended to identify and clarify some of the more difficult issues that will face California's educational planners in the coming decade and to determine the issues that the five-year plan will address. Two other studies were prepared that relate directly to potential decreases in resources — both fiscal and enrollment. At

Formulae Study

the direction of the legislature, the commission examined the potential impact of enrollment declines on existing formulae for funding of postsecondary education. In the context of recent tax limitations, the

commission also prepared a report that examines existing student fee levels, authority to set fees, alternative methods for determining fee levels and the effect of increased fees on enrollments and revenues. The report, *The Price of Admission*, was intended to provide a broad intersegmental perspective of the complex topic of student charges and to serve as a base for thorough analysis of recommendations on student charges that may arise in the future.

Student Fees Study

The commission's third major report on equal educational opportunity for students in California found that the goal of overcoming the underrepresentation of ethnic minority students in postsecondary education will not be achieved until a larger proportion of ethnic minority and low-income students receive better academic preparation in grades K-12 and graduate from high school. As part of its continuing concern with equal educational opportunity in and access to postsecondary education, the commission will participate in efforts to determine which existing student affirmative action programs have been effective and to insure that both effective use of available resources and elimination of undesirable duplication are improved through intersegmental and intergovernmental cooperation. To aid in this analysis, the commission has developed a comprehensive file of high school data, including such characteristics as college-going rates, preparation for college, performance in college, as well as student body ethnicity and income level. This data base will be used for long-term evaluation of the effectiveness of various student affirmative action strategies. It also will be used for periodic assessments of college preparation, participation and performance characteristics on a statewide, regional and individual high school basis.

Equal Opportunity

In the area of affirmative action for faculty and staff, the legislature has directed the commission to report biennially on the employment, classification and compensation of ethnic minorities and women employed in California's public colleges and universities. The first full report, using the 1977 base year data and full 1979 data, will be available in late 1980.

Affirmative Action

The substantial growth in student financial aid, particularly at the federal level, has made it an important factor in postsecondary education planning, both as one strategy for enhancing equal educational opportunity and as a resource to be considered in budget analyses. A financial aid policy study group, charged by the legislature with reviewing student financial aid policies and goals, called for continued commitment to student aid and recommended simplification and consolidation of existing state programs to make more effective use of state funds in conjunction with federal and institutional funds.

Student Aid Study

As an outgrowth of its first biennial health sciences education plan, the commission has monitored legislative and budget proposals regarding medical residencies, educational opportunities in health fields and alternative routes to licensure for health professionals. Furthermore, the commission carried out a study of "the need for and feasibility of establishing an educational and research center for geriatric medicine at one or more schools or colleges of medicine." It concluded that existing centers of education and research in geriatric medicine were sufficient to meet the state's needs for training and research.

Health Sciences Education Plan

Geriatric Medicine Study

It is the commission's responsibility, in cooperation with the state universities and colleges, to report each year to the legislature and governor on the level of faculty salaries and benefits required to maintain parity with selected comparative institutions. In December 1979 the commission issued its preliminary report and a final report was published in April 1980. It

Faculty Salaries

includes new parity projections and provides a more detailed analysis of losses in purchasing power by faculty in public four-year institutions, along with a discussion of the utility of the Consumer Price Index as an indicator of inflation. Because of delays in securing data from the 70 community college districts, similar analysis for that segment will be provided as a supplement to the April 1980 faculty salaries report.

Program Review

During the year ending June 30, 1979, the commission staff reviewed a total of 67 proposals for new academic and occupational programs, of which 43 have been approved. Increasingly, the commission will be directing its attention to the evaluation of existing program review activities within the segments. The number and size of off-campus operations are monitored by the commission's annual inventories of off-campus locations and programs. The most recently completed inventory showed there were approximately 4,500 locations where college courses, including certificate and external degree programs, were offered by both public and independent institutions.

Off-campus Programs Inventory and Study

In 1978 the commission was requested to conduct a complete study of off-campus and extended-degree programs throughout the state. This led to another similar inventory with the addition of a survey of both faculty and students involved in off-campus education activities. The report pays particular attention to the external degree and concludes that such degrees offered by accredited institutions did meet minimum quality standards. These and other fundings were used to develop guidelines for funding of off-campus programs.

Statewide Data Base

The Postsecondary Education Commission has developed a comprehensive statewide data base containing timely, accurate and comparable information collected from diverse sources, including California institutions. As the 1202 commission, the Postsecondary Education Commission also conducts information surveys for the National Center for Education Statistics. The data collected are used in three annual information publications: the *Information Digest*, the *Directory of California Colleges and Universities* and the *Inventory of Academic and Occupational Programs in California*.

COLORADO

Commission on Higher Education
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Lee R. Kerschner, Executive Director

Master Plan

In February 1980 the Commission on Higher Education presented to the General Assembly the first update of the 1981 master plan for postsecondary education in Colorado. The issues in the 1980 plan are grouped under headings that relate to the mission of postsecondary education in Colorado: access; program planning; governance, administration and coordination; fiscal accountability; and quality. Issues presented in the 1978 master plan that were addressed during the first two years of the planning period were placed in the appendix to maintain historical record and to provide for continuity in the master planning process. Twelve of the original 26 issues were addressed, and new issues to be considered during the remainder of the planning period were added.

Projected Enrollments

The special task force on enrollment forecasting presented its findings and recommendations to the commission in fall 1979. That report, *A Plan for*

the Process of Enrollment Forecasting and for the Phased Development of Supporting Predictive Data, recommended the establishment of an advisory panel with duties that would include the determination of needed data analysis and the identification of appropriate projection techniques. Under the advisory panel's direction, revised enrollment forecasts based on current student demographic data and population projections were anticipated by fall 1980. In addition, a report "Origin of the First Time Freshman Class Fall 1979" was completed by the staff. Within that report the high school graduate participation rate was computed as a needed element in the forecasting process.

Publications

In May 1980 the commission published a new edition of the official program registry *Degree Programs Offered and Certificates and Degrees Conferred in Colorado Colleges and Universities.* Another significant document produced by the commission was a 10-year comparative summary *Report on the Financing of Colorado Public Higher Education, 1969-70 and 1979-80.*

Auraria Higher Education Center (AHEC) Plan

During the 1979 legislative session, the Commission on Higher Education was requested to integrate to the extent possible the academic and academic support activities of the University of Colorado-Denver (UCD), Metropolitan State College (MSC) and the Community College of Denver Auraria campus and to study and make recommendations on the appropriate governance structure for the Auraria Higher Education Center (AHEC). At its October 1979 meeting, the commission approved a plan that integrates duplicated baccalaureate programs at UCD and MSC by means of either cross listing of courses, development of a common curriculum or consolidation and transfer. Institutional governing boards were directed to implement this plan and report on progress by November 30, 1979. At its November 1979 meeting, the commission approved a plan developed by the AHEC Board to consolidate registration, payroll, classified personnel services and several other instructional support activities, in addition to those centralized services created in the original Auraria statute.

AHEC Governance and Administration

In January 1980 the commission recommended to the legislature that the governance and administrative structure for the Auraria campus be retained as that of the three cooperating institutions. The recommendation included an understanding that: (1) the governance and administrative structures of the three institutions would remain as they currently exist; (2) the arts and sciences faculties at Metropolitan State College and the University Colorado-Denver would continue the implementation of consolidations already identified; (3) the Auraria board would be retained in its present form and would become the final arbiter of interinstitutional disputes; (4) students would continue to enroll in one of the three institutions and upon completion of requirements would receive degrees from their respective institutions; and (5) each institution and the AHEC board would continue to submit, receive and administer separate budgets. As requested by the education committees, the commission will provide the legislature annual reports on the extent of fulfillment of the role and mission of each of the institutions on the Auraria campus and will take such action as is necessary to maintain the level of cooperation now in evidence.

Faculty Productivity Study

The 1980 higher education appropriations bill included funds for the Commission on Higher Education to study faculty productivity and develop a means to assess and increase faculty productivity. A report was produced and presented to the legislature in January 1980 that included two recommendations. The first recommended that the best way to increase faculty productivity, when that term is defined in its fullest and broadest

sense, is through the use of academic program reviews. The second recommendation was that the faculty and professional staffing formulas currently in use in the state be reevaluated and revised. The commission is currently implementing both of these recommendations.

Two-year College Program Standards

The commission continues to be involved in a project with the community college sector of the state to further revise program standards for the associate of applied science degree. The principal concern is to develop a clear and understandable distinction between programs that appropriately lead only to a certificate and programs that might also be offered at the associate degree level.

Legislation:

1) Veterinary Medicine Contracts

2) Vocational Students Funding

3) Institutional Revenues

4) University Fiscal Change

5) Loan Interest Limits

A revolving fund was legislatively established for the money paid by states that are participating in the Western Interstate Commission for Higher Education (WICHE) agreement for sending students to the Colorado State University school of veterinary medicine, providing that the money paid by these states for acquisition and replacement of equipment and renovation shall be maintained in a separate fund instead of being paid to the state treasury. Another law enacted allowed for raising the per student funding for postsecondary students enrolled in area vocational schools to the same level as that paid for postsecondary students at the community colleges. SB 93 provided that the state may lend temporary working capital for the operation of revenue-generating business enterprises by institutions of higher education, charging interest at federal reserve bank rates. It also provided for lending funds to nonrevenue generating enterprises without interest. HB 1012 placed the University of Colorado under the state's fiscal rules, as are all other public institutions. The university was created in the state constitution and therefore in the past had been considered to be exempt from the state's fiscal rules. HB 1154 raised the limit on the amount of interest junior college districts may pay on short term loans to 75 percent of the rate set by the Federal Reserve Board.

6) New Community College and Governance Change

1979 legislation, providing for the separation from the University of Southern Colorado of its vocational division and the creation of Pueblo Vocational Community College with governance under the State Board for Community Colleges and Occupational Education, became effective July 1, 1980. The bill also provided for placement of the university under the governance of the State Board of Agriculture and for its development toward a polytechnic institution, which is proceeding with the development of the institution's master plan.

Energy Conference

In January 1980 the governor and the commission sponsored a conference to explore the range and contributions of energy-related research activities in the state's academic institutions. The conference focus was on the role and impact of higher education institutions on the state's energy future. In April the commission, together with Colorado Energy Research Institute and Western State College, cosponsored a conference on energy and higher education, in which the curricular implications of the state's growing involvement with energy-resource development were examined by representatives of industry, government and higher education.

Appropriations

The primary vehicle for providing legislative direction and intent to public higher education in Colorado continues to be the annual appropriations bill. The 1980 bill reflected an attempt by the legislature to be responsive to what it perceived to be the needs of higher education, within the constraints of the statutory 7 percent overall limitation for government spending. Faculty salaries, which were priority items for all governing boards and

Faculty Salaries

institutions, received special consideration. A 9 percent compensation increase was provided for the state's baccalaureate institutions, the community colleges received funding for a 12 percent increase and the universities also received increases. Funding for the faculty salary increase at the community colleges is to be generated by increasing resident tuition rates from 22.5 percent to 25 percent of the per-student operating cost, which is the same basis used for the four-year and university sectors, thus eliminating much of the traditional community college tuition differential.

Tuitions

A common resident tuition rate will be charged for the four institutions governed by the Trustees of the Consortium of State Colleges. As part of a pilot program to move Colorado School of Mines toward "market pricing," the institution was allowed greater flexibility by providing only two line items in its budget. To finance the additional expense expected, the resident tuition may be raised to a maximum of a 76 percent increase, and the nonresident tuition by a minimum of 24 percent. In addition, a provision was made that the tuition set by the legislature through the appropriations bill can be raised by 2.5 percent upon approval of the majority of the student body with the stipulation that this additional revenue may be used only for learning materials or other current expenses.

Student Aid

The legislature reduced 1980-81 state funding for student aid by $1.7 million on a base of $13.8 million. The majority of the reduction occurred in need-based grants, following a loss of $2.2 million in that program in the prior year. In addition, $213,000 of the remaining money is to be used to fund an energy scholarship program that previously received direct appropriations. The use of student aid to redirect students to underenrolled institutions is continued as is the support of optometry students through the WICHE student exchange program. The state guaranteed loan program authorized by the legislature in 1979 began operation in February 1980 and had guaranteed over $9 million by the end of May. A study on the role and financing of athletics in Colorado public higher education has been published. Recommendations from the study will be implemented in 1980-81.

Athletics Funding Study

Student Transfer

Additional legislative directives to the commission contained in the 1980-81 "long" appropriations bill included a charge to develop a student transfer program for Colorado by November 1980, with specific goals to be monitored over the period 1980-84. The commission also was charged to assume direct responsibility for administering the distribution of state funds appropriated for capital outlay, including the development of criteria and methods for their allocation. The bill also directed the commission to complete an inventory of all real property owned by state institutions of higher education that is not currently being utilized primarily for instructionally related programs.

Capital Outlay and Inventory

Collective Bargaining

The State Board for Community Colleges and Occupational Education rescinded its collective bargaining policy. Although the board had recognized the Colorado Education Association as the official faculty representative, it had never actually engaged in bargaining because of a footnote in a previous appropriations bill that prohibited the board from using state money for collective bargaining.

Lifelong Learning

In March 1980, the commission's outreach programs office was designated as one of six pilot states to carry out a study of the state role in lifelong learning as part of an Education Commission of the States project. The commission will be engaged in a comprehensive three-year study dealing with

Outreach Programs

such issues as citizen needs, financing, delivery methods, interagency cooperation and related topics. The ninth edition of a report on outreach policies was published to continue the Commission on Higher Education coordination of Colorado's statewide off-campus continuing education program. Record enrollments for the 1978-79 outreach program were reported for the credit and noncredit program of instruction.

Career Information

In support of the commission-administered Educational Information Centers (EIC) program, the *Directory of Educational Career Information Services* was published. This document will be made available to all designated EICs in Colorado as well as to supporting agencies. Arrangements were concluded

Educational Technology

to obtain staff assistance for the commission's task force on implications of developing educational technology, which will also be used to coordinate several efforts initiated in the state to employ new technologies in the education processes and promote appropriate and efficient use of technology.

CONNECTICUT

Board of Higher Education
61 Woodland Street
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Michael D. Usdan, Commissioner

Report to the Legislature

In 1979-80 much of the activity of the Board of Higher Education was directed toward the recommendations on system organization and related matters as presented to the legislature in September 1979 and as mandated by the 1977 legislation that established the board. Staff research and studies on various aspects of higher education such as enrollment, facilities utilization, program duplication, tuition and fees, student financial assistance and aid to independent colleges formed the basis for the board's report

and Recommendations for Restructuring

Anticipating the 1980s: Report and Recommendations to the General Assembly on Higher Education in Connecticut. The board recommended the establishment of one board of trustees for the state's public two-year colleges (12 regional community colleges, 5 technical colleges and 5 two-year branches of the university), and one board of trustees for the four state colleges and the state university. Although the board's plan for restructuring the public system was not enacted by the 1980 legislature, the debate and interest generated by the plan have laid the foundation for future productive analysis of higher education problems related to the effects of inflation and to the declining numbers of high school graduates.

Legislation:

1) Regional Compact

2) Aid to Private

3) Fiscal Flexibility

Legislation related to higher education included several acts. One act withdrew Connecticut from participation in the New England Board of Higher Education (NEBHE) as of July 1, 1982, and required the Connecticut Board of Higher Education to study the feasibility of developing a program similar to the NEBHE regional student program. Another act required the independent colleges to make 100 percent of their grants received from the state for student financial assistance available to students. Previously, institutions could use up to 20 percent of these grants for administration. Several acts increased fiscal flexibility for public institutions, including one that established a pilot program allowing the boards of trustees to authorize expenditure of funds for library and education equipment without prior approval from other state agencies.

In 1979-80 the Board of Higher Education further refined the budget

development process and submitted a consolidated budget for the public higher education system for fiscal year 1981. The 1980-81 appropriation to higher education is $204.7 million, an increase of 10.4 percent over fiscal year 1980 and approximately 7.5 percent of the total state budget. New bonding authorization for capital construction totaled $38.3 million, 46 percent of the state's total new bonding authorizations.

Appropriations

The Board of Higher Education developed and submitted to the Office of Policy and Management a five-year facilities plan. It also adopted a listing of current allocation priorities, a policy statement on statewide capital investment priorities and procedures and guidelines for bond allocation review. The facilities plan and priorities stress conserving and maintaining existing facilities and improving the quality of existing campuses and programs through staged substantial renovation and reequipment of major buildings over a 5- to 10-year period. $13 million was authorized by the legislature, as recommended by the board, for the further development of facilities at a regional higher education center and permanent sites were approved for two community colleges.

Facilities Plan

The board's staff and advisory committees have reviewed applications from 11 out-of-state collegiate institutions to operate in Connecticut. Initial authorization or reauthorization was given by the board to 8 of these institutions. Eight applications also were received to establish collegiate institutions or to operate independent collegiate programs within other organizations. Two have been approved and three have been withdrawn. Several applicants were noncollegiate postsecondary schools seeking collegiate and degree-granting status. Two independent colleges have discontinued operations and the board has established procedures to maintain the records of those institutions.

Institutional Authorization

Several studies have been completed or are in progress, including a study of the feasibility of establishing a Connecticut Maritime Institute and expanded studies and research in the marine sciences and a survey of senior college off-campus offerings throughout the state. The board staff is presently investigating statewide policy options for crediting experiential learning and noncollegiate sponsored instruction and for operating nontraditional degree programs. An updated inventory of all authorized degree programs has been prepared and is used in the Educational Information Center (EIC) program. The inventory includes program title, degree level and geographic location.

Studies and Inventories

In 1979-80 the management information systems staff converted the state scholarship program to a computerized system — from the initial applications, through the analysis of Scholastic Aptitude Test (SAT) scores, school records and counselors' recommendations, to the generation of notification letters. Work was begun on converting the state Higher Education General Information Survey data to a computerized system and a computerized program inventory was developed. A series of data briefs also was begun.

Computerization—Student Aid, Testing and Information

During the 1978-79 academic year, 25,047 degrees and other formal awards were conferred by Connecticut's public and independent institutions. Females received 51 percent of the degrees, up from 42 percent in 1977-78. Of the awards, 5,804 were associate degrees or other awards from two-year institutions, 12,997 were bachelor's degrees, 5,743 were master's degrees and 503 were doctoral degrees. The Board for State Academic Awards, which assists students who are not enrolled in a campus-based program to accumulate credits and gain credit by examination, awarded 175 external degrees. Headcount enrollment in Connecticut's public and independent

Degrees

Enrollments

institutions of higher education totaled 155,146 students in fall 1979, up 1.7 percent. Public institutions of higher education increased their headcount enrollments to 94,355 students, up 1.2 percent over 1978. Full-time undergraduate enrollments showed little change, down 0.2 percent, while part-time undergraduate enrollments were down 4.5 percent. In the independent college sector headcount enrollments totaled 60,791, an increase of 2.8 percent. For the four-year institutions, enrollment increased by 1,267 students, a gain of 2.2 percent.

Student Aid

In 1979-80 the board administered programs through which approximately 11,000 Connecticut residents received student financial assistance totaling $8.9 million, including $999,000 in State Student Incentive Grant funds. Approximately $4.6 million was distributed to students through the state's program of aid to students at independent colleges, and approximately $4.3 million was made available through seven other programs, including the state scholarship program. In addition, state-supported institutions provide financial assistance by waiving tuition for up to 10 percent of their students. The

Contracts

board also administers a program that supports contracts providing for the enrollment of a limited number of Connecticut students in out-of-state higher education institutions in programs not offered in Connecticut, such as optometry and veterinary medicine. The students served by all programs attended 314 institutions in 35 states.

Vocational Education Planning

Cooperative efforts between the State Board of Education and the Board of Higher Education have been expanded during the past year. A vocational education planning committee, chaired by a business executive and composed of members representing business, government, education and community groups, has completed its work and will issue a report in fall 1980. The committee will provide a status report on policy and specific action to strengthen the delivery system for occupational/vocational education and training. The board is also working with the Department of Education's Division of Vocational and Adult Education in planning for the use of federal vocational education funds.

Education Information Center

In Connecticut, the federal EIC program is operated by the Education and Employment Information Center (EEIC). The primary component of EEIC is a statewide information and referral toll-free telephone service. The center operates as part of an education/employment information, counseling and job placement center in cooperation with the job service of the state labor department, the governor's special Comprehensive Employment and Training Act (CETA) program, the State Department of Education, the state occupational information coordinating committee and representatives of the state's public and independent institutions of higher education. Since October 1979 the staff has responded to more than 4,400 inquiries in the first nine months.

DELAWARE

Postsecondary Education Commission
1228 North Scott Street, Suite 1
Wilmington, Delaware 19806
John F. Corrozi, Executive Director

Enrollments

Opening fall enrollment in 1979 for postsecondary education in Delaware showed an increase over 1978 enrollment of almost 3 percent. The increase was reflected in both part-time and full-time enrollment. Appropriations for

postsecondary education included in the fiscal year 1981 budget bills totaled $72.3 million, an increase of about 16 percent over fiscal year 1980. The fiscal year 1981 budget cycle was the first in which zero-based budgeting was used for all postsecondary institutions.

Appropriations

The state appropriation for student aid included in the fiscal year 1981 budget totaled $2.5 million, an increase of 5 percent over the fiscal year 1980 appropriation. The increase in this area was brought about by the initiation of merit-based scholarship funding appropriated to the three public institutions.

Student Aid

The Wilmington and Stanton campuses of Delaware Technical and Community College have completed a phased consolidation of administration. The two campuses now operate as one administrative unit.

Campus Consolidation

DISTRICT OF COLUMBIA

Commission on Postsecondary Education
421 Seventh Street, NW, Room 206
Washington, D.C. 20004
Eloise S. Turner, Executive Secretary

The University of the District of Columbia, established in 1976, is the only institution of public higher education in Washington, D.C. The higher education loan program for the District of Columbia, HELP-DC, has been operated as the lender of second resort since December 1979 by the Higher Education Assistance Foundation. Students must first have applied for and been refused a guaranteed student loan from a lending institution. Collection efforts on the 4,099 defaulted loans under the D.C. guaranteed student loan program, suspended in 1976, have resulted in the signing of 1,310 repayment agreements committing a total of $3,176,591, with 650 cases referred for legal action as of June 1980. Strenuous collection efforts are continuing on the remaining defaulted loans and on the average of 50 new defaults arising each month. As of July 11, 1980, 554 cases have been referred to the American Creditors Bureau (collection agency), for a more intensive form of collection activity in an attempt to recover $1,208,026 worth of defaulted student loans. In 1979-80 the D.C. State Student Incentive Grant Program provided $1,073,354 to 968 District residents. The program has unrestricted portability, and in 1979-80 recipients attended 202 institutions in 37 states and 14 institutions in the District of Columbia.

Student Loans

Student Aid

The Commission on Postsecondary Education continues its responsibilities for planning, postsecondary education data base maintenance and administration of the federal Title IA and closeout of Title VIA. During 1979-80 the commission completed a planning study of policies and mechanisms appropriate to the use of public funds for the education of D.C. residents at independent institutions of postsecondary education in the District. The 1979 Title IA program has been active in providing training for elderly persons as paraprofessionals in the public schools, in extending the capability of parents to assist in the education of their children (particularly in the Latino community), in assisting Latino-Americans with vocational and social advancement and in developing articulation among university nursing programs and public school counseling and preparation for medical professions.

Funding Study

Title IA Program

The nine members of the Consortium of Universities of the Washington

Consortium Cooperative Activities

Metropolitan Area — American University, Catholic University of America, Georgetown University, George Washington University, Howard University, University of the District of Columbia, Gallaudet College, Mount Vernon College and Trinity College — continue their cooperative efforts to offer students opportunities beyond those on their home campuses, while improving efficiency and eliminating duplication. The group also continues to strengthen its ties to the Washington area community. The consortium has added joint public information projects including the regular publication of a consortium calendar of events open to the public and a biennial report of the consortium institutions' impact on the Washington area economy. Ongoing cooperative programs of the consortium include a Latin American studies center, the biology seminar and the D.C. law students in court program.

FLORIDA

State Department of Education
W. V. Knott Building
Tallahassee, Florida 32301
Roger Nichols, Deputy Commissioner

The following report was submitted by the Postsecondary Education Commission, with the assistance of the Division of Community Colleges and the State University System.

Omnibus Reorganization Bill

Although the 1979 omnibus higher education act directed a number of important changes, the 1980 legislature again turned its attention to reorganization of postsecondary education, passing another lengthy higher education bill that was subsequently vetoed by the governor. The vetoed bill included, among many changes, plans for a merger of the Universities of North Florida and Florida, an expansion of the university system board of regents, a separate tuition and fee schedule for nonresident foreign students, separate boards for each state university subordinate to the regents, a faculty salary cap, the statutory creation of a postsecondary education coordinating commission and numerous studies and assessments. The bill would also have given responsibility to the State Board of Education for approval of rules and policies developed by the board of regents and renamed the student aid commission and placed it under the postsecondary commission.

New 1202 Commission

The governor issued an executive order following his veto of HB 7-D that created a new advisory body to the State Board of Education. The new organization, the Postsecondary Education Planning Commission, will serve as Florida's 1202 commission and have the primary responsibility for the preparation of a statewide master plan for postsecondary education.

Community Colleges:

Legislation

Aid to Elderly

The 1980 legislature passed special legislation authorizing community college district boards of trustees to participate in risk management programs, self-insurance programs or combinations thereof for managing and protecting real and personal property in anticipation of any loss, damage or destruction. Legislation also was passed requiring community college district boards and the board of regents to establish rules waiving fees for courses on a space available basis for residents who are 60 years of age or older.

Enrollments

The full-time equivalent (FTE) student enrollment in two-year colleges for the year 1979-80 was estimated to increase 2.2 percent over the preceding year. The fall 1979 headcount enrollment, however, grew to 339,161, an increase of 7.7 percent over the previous fall, thus continuing the pattern of

Appropriations

more students attending part-time. The 1980-81 state appropriation for community colleges is $242,043,210, an increase of 9.88 percent and a 8.66 percent increase in the value of a funded FTE student enrollment.

General Appropriations

The 1980 supplemental general appropriations act for the second year of the biennium appropriated $16,609,205 to the university system in education and general funds, including funding for a number of items sought by the board of regents to implement recommendations of the Joint Legislative and Executive Commission on Postsecondary Education. Although no request had been made by the regents, planning funds for establishing lower divisions at three of the four upper division universities were included in education and general appropriations. These funds were contingent upon HB 7-D becoming law. A total of $8,750,000 for faculty salary increases, considered a high priority by the regents, was tied to passage of the act through proviso language in the 1980 supplemental appropriations act. The governor has maintained that the proviso language tying these funds to the vetoed bill is unconstitutional, and he has taken legal action in an attempt to secure the release of the funds. In addition to the faculty salary increases, the appropriations act allocates funds for a 2.5 percent average salary increase for all state employees, in addition to the 5.5 percent increase appropriated for 1980-81 by the 1979 legislature. A total of $77.1 million was appropriated for capital projects in the State University System. Much of it is to fund projects delayed when the governor vetoed the 1980-81 portion of the 1979 public education capital outlay bill.

New Lower Divisions

Faculty Salaries

Capital Funds

Role and Scope Planning and Policies

During the past year, the State University System completed the second of two phases in a comprehensive role and scope planning process to examine the current and future demands for university services. In the first phase, an examination of the total higher education needs of the state, both now and for the next several years, resulted in the regents' approval of 25 policy guidelines to provide direction for the operation and continued development of the university system. In the second or "institutional" phase, each university was asked to draft an institutional mission statement that would be consistent with those guidelines. The mission statements included programs each university will emphasize to insure the diverse needs of the state are addressed effectively.

Upper Division Study

A team of four nationally known consultants was commissioned by the Board of Regents to study the upper-division universities, to report their level of success and to provide options for changes, if any, that might exist in the upper-division structure, community college-university transfer programs and articulation arrangements. The consultants concluded that the state should continue to support the "two plus two" system (community colleges providing the first two years of undergraduate study) and that all universities should continue to emphasize upper-division and graduate enrollment. While endorsing the "upper-division university" concept, the consultants suggested the regents might want to consider the development of limited special emphasis programs at the lower division in the upper-division universities if circumstances were right. The regents accepted the report without endorsing any lower-division proposal, emphasizing that no new lower-division program would be developed unless agreed to by the legislature and funding provided to implement a specific plan.

"Blue Ribbon" Commission

On March 1, 1980, the Joint Legislative and Executive Commission on Postsecondary Education, created in 1979, submitted its report to the governor and legislature. The commission was charged to recommend a broad strategy for "the improvement of the quality and efficiency of

Recommendations of the Commission

postsecondary education." Among the major recommendations of the commission were: (1) immediate development and implementation of a statewide master plan for postsecondary education, which would cover public and independent universities, community colleges and vocational institutions; (2) development of a program-based budget formula to replace the current formula that is largely enrollment-based; (3) creation of a lay coordinating board; (4) expansion of the Board of Regents from 10 to 13 members and reduction of members' terms from nine to six years. The commission specifically recommended that the state recognize that real dollar support per FTE student has eroded over the last several years and that the state must offset this erosion. It recommended, as a matter of the highest priority, increasing faculty salaries to a level to make Florida faculty salaries competitive with comparable institutions and programs in the United States. The commission concluded that community colleges should continue to serve as the primary point of access to public postsecondary education.

Scholars Endowment Fund

The 1979 legislature appropriated $10 million for the establishment of the Florida Endowment Trust Fund for Eminent Scholars. The fund will provide $400,000 for every $600,000 raised from private sources by the universities and will be used to create endowments to attract outstanding scholars to occupy selected chairs within the universities. An additional $5 million for the program was included in supplemental appropriations by the 1980 legislature.

Energy Research Task Force

An energy research task force was appointed jointly by the university system and the governor's energy office in response to a recommendation resulting from a statewide energy research conference. In May 1980 the task force submitted to the governor an energy research and development plan designed to provide workable alternatives to Florida's heavy dependence on nonrenewable energy sources. The governor approved 1980 legislation recreating the task force as a statutory body, with representation from each of the state universities. Responsibilities assigned to the task force include developing and maintaining a current index and profile of all energy research in the state, establishing a priority agenda for energy research consistent with state energy policy and promoting energy research activities reflecting the goals and objectives of the priority agenda.

Proprietary Education Report

On January 30, 1980, the Postsecondary Education Commission submitted its final report on proprietary education to the State Board of Education. The report "State Policy and Postsecondary Education: The Relationship of the Proprietary and Public Sectors" recommended that statewide planning should be concerned with issues involving this sector and that all postsecondary education sectors in Florida should be accorded meaningful participation in state planning and coordination. A series of eight specific recommendations were presented to the commissioner and the board.

Conference on Women

The Postsecondary Education Commission cosponsored a conference on "Women Moving Forward: Improving Florida's Economy Through Leadership, Power and Influence." The meeting, held in October 1979, was also sponsored by the Commission on the Status of Women, the Board of Regents and the Division of Community Colleges. The systemwide planning committee developed a series of recommendations coming from the conference and these were presented to the governor.

GEORGIA

Board of Regents of the University
System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334
Vernon Crawford, Chancellor

Enrollments

Enrollment in the University System of Georgia, composed of 32 universities and colleges, was essentially at the same level in 1979 as it was in 1978. In 1978, 124,767 students were enrolled in the fall quarter and in the 1979 fall quarter the enrollment was 124,541. The Board of Regents authorized the Southern Technical Institute, a unit of Georgia Institute of Technology, to become an independent senior unit of the system effective July 1, 1980.

New Senior College

New Degree Programs

New degree programs approved during the year included a Ph.D. degree in pharmacy at the University of Georgia. At the specialist in education level, Georgia State University was authorized to offer a major in health and physical education, Georgia Southern College was authorized to offer a major in library media, Georgia College was authorized to offer a major in business education and West Georgia College was authorized to offer a major in special education. A master's degree in technology and science policy was approved for the Georgia Institute of Technology. Georgia State University was authorized to offer a master's degree in real estate and urban affairs and in anthropology. The University of Georgia was authorized to offer a master's degree in applied mathematical science. Two master's majors in education were approved — in Spanish at Valdosta State College and in science education at Armstrong State College. New majors authorized for bachelor of science in education degree programs included one in special education at Georgia Southwestern College and one in middle-grades education at Georgia College. Majors in elementary education at the bachelor of education, master of education and specialist in education levels were replaced by majors in middle-grades education at West Georgia College. Bachelor degrees in criminal justice were approved for Albany State College, in sociology for Georgia Southwestern College, in computer science for Augusta College. Bachelor of arts majors in drama, speech communication and communicative disorders were approved for Columbus College. A major in finance under the bachelor of business administration degree program was approved for North Georgia College; Valdosta State College was authorized to offer a general associate in arts degree; Waycross Junior College was authorized to offer a concentration in business under the associate in applied science degree.

Cooperative Agreements

Kennesaw College was authorized to extend, from the associate to the baccalaureate level, existing agreements with the Marietta-Cobb Area Vocational Technical School for cooperative offering of programs in data processing, secretarial science and accounting. A major development under an existing agreement between the State Department of Education and the Board of Regents of the University System was the approval of the establishment of a vocational-technical division at Clayton Junior College with authorization for that institution to offer the associate in applied science degree.

Health Professions

A total of 107 health professions programs are now offered in 29 units of the university system with a 1979 fall enrollment of 6,464. Offering 29 programs on three degree levels, nursing led the health professions enrollment with over 2,906 students pursuing associate, baccalaureate or

master's degrees. Two system institutions, Gainesville Junior College and Waycross Junior College, began operating health professions programs for the first time, offered in cooperation with the area vocational-technical schools. In September 1979, the Board of Regents approved a reorganization plan submitted by the school of pharmacy at the University of Georgia.

Public Service and Continuing Education

Public service programs conducted in the system during 1978-79 reflected a high degree of awareness at the institutions of the need for extensive and diverse forms of higher education beyond those provided in the classroom and laboratories of traditional campus settings. During the year, 9,094 such nondegree continuing education programs were conducted with 4.9 million participants for 8.7 million participant hours. There was progress in the system's program to facilitate increased use by state government agencies of public service programs and more than 11,909 persons participated in 398 development and training programs conducted for these agencies.

Research

The major research effort of the system takes place in the four university-level institutions. 3,027 proposals totaling more than $209 million were submitted to funding agencies during 1978-79 and 2,292 awards totaling $96 million were awarded in support of proposals submitted previously.

Regents' Tests

The tests required in the regents' testing program of all undergraduate students in all institutions continue to be of inestimable value. These tests, which include the writing of an essay, have served to strengthen the English composition program in the state by placing a greater emphasis on basic literacy. They are administered at the system level and each institution provides remediation for those students having difficulty with the tests. Students who have not passed the regents' test by the time they have earned 75 quarter credit hours of degree credit shall take nondegree credit courses in remedial reading and/or remedial writing in each quarter of attendance until they have passed all components of the test. Students at institutions in the University System have access to a special studies program (first implemented in 1974) in which they have the opportunity to remove academic deficiencies preventing their regular admission or to eliminate weaknesses in preparation identified following their admission. Courses in reading, mathematics and English composition are offered in this program, along with tutoring and counseling services. The enrollment for fall quarter 1979 included 10,711 students enrolled in the special studies program.

Special Studies Program

Studies Abroad

A total of 221 students from institutions of the university system participated in the 1979 studies abroad program. Thirty-five were enrolled in Rome; 29 in France; 28 in Erlangen, Germany; 12 in Valencia, Spain; 13 in Mexico City. All courses provided students with an opportunity for intensive on-site language and cultural studies while they earned 15 quarter hours of "on-campus" academic credit. A total of 104 undergraduate and graduate students participated in an art, environmental design and drama program in Cortona, Italy.

General Legislative Actions

At its 1980 session, the legislature adopted 33 bills and resolutions affecting university system operations that were signed into law by the governor. Much of this legislation was routine — such as amendments to the Teachers Retirement System law, resolutions congratulating institutions and commending various employees of the university system, and resolutions authorizing conveyances of certain state property of the Board of Regents. Among other bills of interest to higher education that passed were (1) an act providing for peer review to evaluate the quality and efficiency of professional health care providers; (2) an act amending the Georgia

"Sunshine Law" requiring every person present and authorized to vote on any issue at public meetings to be required to vote publicly in the affirmative or the negative or to openly abstain from voting; (3) an act authorizing persons holding doctorate and master's degrees from accredited colleges and universities to sell their services to another state department under certain circumstances; (4) an act providing for a program of full scholarships for students who attend North Georgia College — Georgia's officially designated military institution; (5) an act creating a task force to make a thorough inquiry into organizational and managerial alternatives for public television and radio responsibilities in Georgia; (6) an act providing for the payment of $10,000 per student per year to major hospital authorities in this state that provide medical education to Georgia residents; (7) a resolution creating a joint subcommittee on educational accountability and (8) a constitutional amendment authorizing the reimbursement of tuition costs for certified teachers in Georgia who are required to attend colleges or universities to maintain their certification.

HAWAII

State Postsecondary Education Commission
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University of Hawaii
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Honolulu, Hawaii 96822
Fujio Matsuda, President, University of Hawaii

Title IA Programs and Funding

As the state agency for administration of Title IA of the Higher Education Act of 1965 as amended, the Postsecondary Education Commission reviewed, processed and funded seven community service and continuing education projects. Federal funds awarded totaled $103,148 with individual project awards ranging from $7,735 to $21,627. These projects, which closed on September 30, 1980, are aimed at the state's goals for community service, continuing education and planning for resource sharing as those goals are set forth in the state plan for administration of Title IA.

Postsecondary Directory

With federal comprehensive planning grant funds under Title XII of the Higher Education Act, the commission published a directory of *Postsecondary Educational Opportunities in Hawaii — 1980.* Information concerning tuition, programs/courses and financial aid, obtained through a survey of all known postsecondary education institutions in the state, was included. Distribution of the directory was made to all public and private high schools, public and private libraries, school counselors and guidance teachers and other interested agencies.

Student Aid

The State Student Incentive Grant Program, administered by the commission, assisted over 2,000 students in the academic year 1979-80. Hawaii received $303,268 in federal funds for participation in the program in this period. The commission also continued its role as the state approving agency for veterans training programs in Hawaii.

Student Loan Agency

The commission concluded a study of the creation of a state agency to guarantee student loans under the provisions of Title IV of the Higher Education Act. The commission concluded that a student loan guarantee agency should be created in Hawaii and recommended that a private nonprofit agency be designated as such agency. The recommendation was

accepted and a private nonprofit student loan guarantee agency is now in place.

(NOTE: No annual report for the University of Hawaii system was received this year.)

IDAHO

State Board of Education
Len B. Jordan Building, Room 307
650 West State Street
Boise, Idaho 83720
Milton Small, Executive Director

Legislation:

1) Property Tax Limits

2) Tuitions

3) Institution Change

4) Administrative Exemptions

As the Idaho legislature continued implementation of the voter-approved 1 percent property tax limitation, it enacted legislation effective July 1, 1980, to exempt junior college districts from the limitation. A proposed constitutional amendment, which in effect would have allowed imposition of resident tuition in Idaho, was introduced but defeated. Also drafted and discussed, but not introduced, was a proposal to eliminate Lewis-Clark State College as a four-year institution. District residents would have been given the option of maintaining a junior college at the site. Approved was an amendment to Idaho's administrative procedure act exempting students and ground and building maintenance at the higher education institutions from the definition of "rule" statements of the State Board of Education related to curriculum.

Appropriations

Despite uncertainty over Idaho's economic future and the long-term effects of the property tax initiative, higher education programs fared better for fiscal year 1981 than the previous year. For the 1980-81 fiscal year the legislature appropriated a lump sum of $75.7 million ($65.8 million from state general account revenues) for operation of general education programs at the state's four higher education institutions. Another $4.1 million was appropriated to support programs at the state's two junior colleges. The board also has a contingency fund intended to meet emergency needs at institutions and agencies under its supervision, the unspent balance of which will be forwarded for use in fiscal year 1981.

Salary Increases

The 1980 legislature approved a resolution authorizing state employee salary increases that averaged 8.5 percent of base salaries. Implementing the resolution, the State Board of Education directed its agencies and institutions to develop individual plans for use and distribution of the increases in the form of cost-of-living, longevity, merit and promotion adjustments. Based on its own study of salaries paid for similar ranks at peer institutions in western states, the board has asked the legislature for an "equity adjustment" intended to boost faculty salaries over a four-year period to comparable levels. Although the proposal was rejected and not recommended by the governor, he did organize a salary study committee to develop a proposal by the next legislative session.

Long-range Plan

Through a three-member task force, the State Board of Education, as Postsecondary Education Commission, continued its long-range planning study. By December 1979 the task force and the board staff had completed reports on historical development and had identified the following issues for further consideration: programs, admissions, continuing education, research, public service, student financial assistance and auxiliary enterprises.

Regional Medical Program

Interstate Health Education Agreements

Idaho, which does not have a medical school, participates in the WAMI (Washington, Alaska, Montana, Idaho) Regional Medical Program of the University of Washington school of medicine through a contractual agreement guaranteeing Idahoans access to 20 seats per year. The legislature has entered into an agreement with the University of Utah medical school to guarantee five seats each year for Idaho students supported by state funds. Idaho also participates in the Washington-Oregon-Idaho veterinary medicine cooperative program, which allows Idaho to fill up to 15 seats each year. Also under board supervision are the family practice residency (a three-year post-degree program), the contractual dental training program with Creighton University and administration of state funding for Idaho's participation in the Western Interstate Commission for Higher Education (WICHE) exchange programs in various health fields. In February 1980 the board authorized Idaho State University to sign an agreement with the University of Washington health sciences center outlining Idaho's participation in a pilot regional dental education program, a federally funded contract encouraging regional programs as an alternative to construction of new dental schools. Five to 10 students will be admitted for the fall of 1981 and will receive part of their education during one year at Iowa State University.

Public Television

Although coordination of the state's public television activities has been assigned to the State Board of Education, the legislature did not appropriate funds during fiscal year 1980 to fill the vacant position of educational television coordinator. As a result, coordination during the year was handled by the board's public broadcasting committee and a board staff member working with the three station managers. The legislature restored the position for fiscal year 1981 with instructions that the coordinator study the possibility of establishing an independent nonprofit corporation for public television activities.

Studies:
1) Sabbaticals
2) Tenure
3) Calendars
4) Transfer Credit

The State Board of Education studied sabbatical leave programs and summer school sessions but recommended no changes. At the request of the board, comments were submitted on current policies regarding tenure. As a result, a special committee will study board policies and institutional implementation to see what changes, if any, are needed to clarify procedures. A review of a trimester system indicated any advantages would not offset the inconvenience of shifting from the current two semester, summer session schedule. Also examined were institutional policies regarding evaluation and acceptance of transfer credit.

Enrollments

Fall 1979 enrollment reports showed 23,436 students enrolled in postsecondary academic programs, 3,383 enrolled in junior college academic programs, 2,978 enrolled in continuing education and 3,106 enrolled in postsecondary vocational education programs.

ILLINOIS

Board of Higher Education
500 Reisch Building
4 West Old Capitol Square
Springfield, Illinois 62701
James M. Furman, Executive Director
Richard Wagner (effective 10/1/80)

1980 Appropriations

Appropriations approved by the legislature for higher education operations and grants totaled $1,043 million for fiscal year 1980. This represented a 9.6

percent increase over fiscal year 1979 appropriations. The final appropriation signed by the governor was higher than the governor's original budget and very close to the level of funding recommended by the board in its January recommendations to the governor and general assembly. However, the figure was still less than the $1,115 million requested by institutions for fiscal year 1980. The final appropriations included resources for a 7.5 percent increase for all public university and college employees.

Capital Improvements

For higher education capital improvements, the governor signed appropriations totaling $41 million compared to a Board of Higher Education's recommendation of $94.3 million. The board's capital project priorities in fiscal year 1980 were remodeling, including projects related to handicapped accessibility, energy conservation, completion of new buildings or newly remodeled buildings, community college construction related to existing enrollments and urgently needed remodeling.

Recommended Budgets and Tuition

In January 1980 the Board of Higher Education recommended to the governor and legislature a fiscal year 1981 operations and grant budget totaling $1,163 million, an increase of $118 million or an 11.5 percent increase over fiscal year 1980. Tuition increases of $48 for undergraduates and graduate students were recommended. For capital improvements the board recommended $97.7 million in new spending. The board was

1981 Appropriations

requested by the governor in February to allocate a budget of $998.1 million in general revenue funds for operations and grants for fiscal year 1981. This was some $20.5 million less than what the board had recommended. The governor's original budget would allow for funding of an average 8 percent salary increase for faculty salaries and grants of up to $1,900 for students receiving Illinois State Scholarship Commission (ISSC) awards.

Enrollments

Total degree headcount enrollment in Illinois colleges and universities for fall 1979 was 665,247 compared to 663,557 for fall 1978. Public community college enrollment increased by a minimal 0.4 percent and public university enrollments were up by 0.9 percent. Enrollments in independent institutions increased slightly by 0.2 percent. During the past year the Board of Higher

Program Approval

Education approved 29 new associate degree programs and 65 new certificate programs at the community college level. In addition, three public service activities were approved for community colleges, one new community college was approved within an existing district and one academic reorganization was approved. Public universities requested 45 new programs during the past year, 19 of which the board recommended for approval. Of those 19 programs, 13 were new academic programs, 3 were research projects, 1 was an administrative unit and 2 were reorganizations. The remaining 26 programs were either deferred for further consideration or not approved. In addition to reviewing and approving new program requests, the

Program Review

board has the responsibility to review existing institutional programs and make recommendations to the respective governing boards regarding the educational and economic justification of those programs. During the past year, 250 programs were reviewed by institutions and 42 of those were questioned by board staff regarding the education and economic justification. Over the past year this review process has become a more integral part of the total program review function of the board and its staff. A final report and recommendations concerning a statewide review of business programs were presented to the board by its staff in June 1980.

Institutional Authorization

Four new independent colleges or universities were granted operating authority by the board during the past year, and 26 new degree programs were approved to be offered at independent colleges operating in the state.

Student Aid Survey

The annual financial aid survey conducted by the board indicated a total of $468 million in financial aid was available to students during fiscal year 1979. Of the total aid available, $146.9 million or 31.4 percent was provided by the state. The federal government was responsible for $123.1 million or 26.3 percent of the aid; $115 million or 24.6 percent came from institutions and $83.2 million or 17.8 percent was provided by other sources. The board is also in the process of initiating studies on unmet needs of ISSC monetary award program recipients and on financial needs of students at proprietary institutions.

Studies:

1) Health Education

2) Tuition Policies

3) Adult Learners

4) Energy

The Board of Higher Education authorized several studies that were completed over the past year. These include the assessment of progress in health education programs, the study of tuition policies in Illinois and comparable states, a second study on adult learners and a study of energy usage on public college and university campuses. The board has not yet approved a complete report on health education programs. However, it has reviewed the final report regarding nursing education and a new statewide nursing plan was adopted in May 1980. After considerable study a new tuition policy was adopted by the board in late 1979. The board staff is in the process of completing an analysis of the second adult learner survey, and recommendations resulting from the energy studies were expected to be acted upon by the board in July 1980.

5) Enrollment Projections

The board has continued its studies and analysis of enrollment projections. A staff paper on planning for decline was presented to the board early in 1980. Issues relating to the factors of expanded competition, new kinds of students, cooperative programs, directions in financing higher education and the impact on faculty and staff have been analyzed.

Two-year College Financing Plan

A revised financing plan for community colleges was adopted by the board in fall 1979. It was built on the basic structure of the existing plan with an attempt to more equitably distribute state support to the public community colleges.

Salary Studies

In addition to its annual faculty salary study, the board also had a study of salaries of administrators in Illinois public universities during the past year. A comparison study was also done on the salaries of university civil service employees and state civil service employees in the executive branch of state government. In response to a request from the general assembly, the board provided an analysis of the funding for fringe benefits for auxiliary enterprise employees on public university campuses. State support for auxiliary enterprise services on these campuses is currently being phased out. New studies initiated during 1980 but not yet completed include a study of student financial issues and the second adult learner study mentioned earlier.

Manpower

During the past year the board has become involved in the Comprehensive Employment and Training Act/higher education linkage project designed to bring higher education resources to bear in manpower development and training.

Interinstitutional Cooperation

The Higher Education Cooperation Act (HECA) funded 19 grants to public and independent institutions for interinstitutional cooperation. In addition, 15 library systems cooperated in developing a library computer system for the state. The act also supported four regional television consortia. State funding was also provided to independent colleges and universities under the Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning on the basis of enrollment of full-time equivalent Illinois resident students. The Health Services Education Grants Act provided state funding

Aid to Private

for independent colleges and universities, also based on the number of full-time equivalent Illinois resident students enrolled.

Master Plan Assessment

The Board of Higher Education is currently in the process of preparing an assessment of progress based on the recommendations made in its master plan for postsecondary education that was adopted in March 1976.

INDIANA

Commission for Higher Education
143 West Market Street
Indianapolis, Indiana 46204
George Weathersby, Commissioner for Higher Education

Appropriations

Acting in the second or short session of its biennial cycle, the 1980 general assembly made few adjustments to operating or capital appropriations and addressed only a few changes to existing law affecting higher education. The largest single action was an appropriation of $15.4 million for personal services during the 1980-81 operating year. This represented a 3.2 percent

Salary Increases

increase over funds appropriated for personal services during the 1979 long session of the legislature. Together, the combined appropriations will permit, on average, an increase in wage and salary levels for 1980-81 of 10.7 percent. Similar increases were provided in wage and salary compensation for all state and elementary/secondary education employees. In a separate action, the

Capital Funding

general assembly voted additional appropriations of $115,000 to cover decreases in previously expected federal health science capitation funding. This action primarily affected Indiana University-Purdue University, Indianapolis. The 1980 legislature also addressed several capital budget items totaling $14,056,782. All of the approved funding was in the form of bonding authorizations.

Student Aid

Faced with a projected overexpenditure by the State Student Assistance Commission of Indiana of approximately $1.1 million beyond the 1979-80 appropriation level of $20.5 million, the general assembly increased its appropriation to the commission. In an effort to maintain anticipated expenditures within appropriation limits for 1980-81, the State Student Assistance Commission has reduced maximum awards by 65 percent in the state grant program and by 25 percent in the freedom of choice program. As a result of a special interim legislative committee to study the relationships among state and federal student aid programs, a bill was introduced to restructure Indiana's student aid programs. The bill, which failed, proposed the creation of new programs designed to reward scholastic excellence and restructured the State Student Assistance Commission.

Student Loans Secondary Market

Legislation was passed in 1980 creating a state secondary market for guaranteed student loans. The legislation establishes a two-step process. First, a group of individuals will be asked to form a nonprofit organization and to devise tentative plans. Following a careful review by the governor and the general assembly, the governor will then designate the corporation as the state's guaranteed student loan market. Barring unforeseen circumstances, it is likely that the secondary market will achieve full operation during the 1980-81 academic year.

In the off-year of the budget cycle, the commission has undertaken a variety of studies and projects in anticipation of the 1981-83 budget process that begins this fall. For example, the public institutions have just completed cost

studies for the 1978-79 fiscal year. In addition, the commission has just completed, with the assistance of the public institutions, inventories and analyses of both facilities and equipment.

Cost Studies and Inventories

The commission has made a special effort to update and improve its program inventory. This effort has involved the cooperation of all segments of postsecondary education — public, independent and proprietary. One of the academic areas receiving special attention during the past year has been nursing education. Commission staff assembled literature and statistics from numerous sources and produced a major report. Moreover, recommendations for improving nursing education were directed to the commission, the general assembly and the institutions. At its July meeting, after three months of hearings and discussions, the commission voted to accept and approve the recommendations emanating from the nursing study.

Program Inventory

Nursing Education

IOWA

Board of Regents
Lucas State Office Building
Des Moines, Iowa 50319
R. Wayne Richey, Executive Secretary

The 1980 legislature approved $262.4 million in appropriations for the Board of Regents and the institutions under its jurisdiction, an increase of 9.9 percent over the 1979 appropriation. This amount includes $400,000 to replace losses of federal funds for capitation grants. An additional $225,000 was appropriated to pay excess costs incurred for the purpose of fuel and purchased electricity during 1978-79. The area schools received $48,141,500 in appropriations in 1980, a 14.2 percent increase over the 1979 appropriations. A supplemental appropriation of $50,000 was provided for the operation of a public radio station at Iowa Central Community College.

Appropriations

A $12.6 million portion of the regents' capital appropriation made by the 1979 legislative session was deauthorized for the fiscal year beginning July 1, 1980, and appropriated for the fiscal year beginning July 1, 1981. This figure includes $4.2 million for a library addition — $0.3 million in planning funds, $4.3 million for utility projects and $3.8 million for energy management programs. An additional $500,000 was appropriated to correct certain fire safety deficiencies.

Capital Funding

Enrollment figures compiled by the Iowa Coordinating Council for Post-High School Education for fall 1979 show that the number of students in postsecondary education in Iowa was up by 1 percent, the same overall increase as a year ago. Public universities grew 1.3 percent compared to 1.1 percent last year and independent colleges and universities grew 2 percent compared to 1.6 percent in 1978. Professional and technical college enrollments increased by 2.3 percent after losses of 3.4 percent and 1.2 percent in 1977 and 1978. The two-year (public junior) colleges decreased by 0.2 percent after a 1.3 percent increase in 1978. Independent junior college enrollments were unchanged after a 1.1 percent drop in 1978. For new freshmen, the public university enrollments decreased 0.9 percent following a 0.9 percent increase last year. Freshmen enrollments increased in the other sectors; in the independent colleges by 2.1 percent, in the two-year (public junior) colleges by 14.7 percent and in the private junior colleges by 7.1 percent.

Enrollments

Area Schools

The boards of directors of several merged area colleges were provided with the authorization to make rules to provide for the control of campus traffic and parking. The area schools were also authorized to use any extra money collected as fees or charges from auxiliary enterprises for services and equipment for students and staff at the area school.

Academic Planning

Faculty Tenure and Activity

Doctoral Programs Study

The regent institutions presented reports on academic long-range planning to the board during spring 1980 and the regents will review these plans and the long-range planning process in September 1980. Reports on tenure indicating that from 47 to 61 percent of the faculty members at the regent institutions are tenured were received. The board also received a report on faculty activity indicating the percentage of faculty effort for teaching activities, administrative activities, research (nonsponsored and sponsored) education service agreements and other university public and professional services. The board completed a study of doctoral programs in education, which included the use of out-of-state consultants.

Student Aid

Health Education Contracts

National Guard Grants

Student Loans

The 1979 legislature increased its support of three need-based state scholarship and grant programs administered by the College Aid Commission with appropriations totaling $14,550,000 for the 1979-80 school year and $15,600,000 for the 1980-81 year. This represents a 13 percent increase in funding for the first year and an additional 8 percent for the second year of the biennium. The maximum award under the tuition grant program for independent college students was increased from $1,500 to $1,600 for 1979-80 and $1,700 for 1980-81. The need-based programs will be supplemented in 1980-81 by $858,961 in federal funds under the State Student Incentive Grant Program. The College Aid Commission also received $120,000 to continue contracting with out-of-state colleges for the admission of Iowa residents to optometry programs — $1.2 million for admission of Iowa residents at the College of Osteopathic Medicine and Surgery in Des Moines and $40,000 to contract with out-of-state colleges for the admission of Iowa residents to podiatry programs. The Iowa National Guard Educational Benefits Program, established in 1978, received a supplemental appropriation of $30,000 for fiscal year 1981. This program provides nonneed-based grants of up to $250 for enlisted National Guard persons who enroll at least half-time in an approved Iowa postsecondary school. The Iowa Guaranteed Student Loan Program, implemented by the Iowa College Aid Commission in May 1979, received a loan of $284,000 for operating expenses during fiscal year 1981. These funds, as well as earlier advances from the state, will be repaid with earnings from student insurance fees. During its first year of operation, the commission guaranteed $43,664,370 in loans to 22,977 Iowa students.

KANSAS

Board of Regents
Merchants National Bank Tower
800 Jackson Street, Suite 1416
Topeka, Kansas 66612
John J. Conard, Executive Officer

Appropriations

The 1980 legislature approved $232.6 million in appropriations from the state general fund for regents institutions for fiscal year 1981. This amount represents a 5.9 percent increase over the general fund appropriation for last year and was approximately the same as that recommended by the governor. Total funding including auxiliary enterprises totaled $453.6 million or 9.3

percent over 1980 funding. Capital improvements for the year from the state general, federal revenue sharing and state education building funds were financed in the amount of $30.4 million. A 9 percent faculty salary increase was approved by the legislature, while a 7 percent increase in other operating expenditures for the public institutions was also approved.

Capital Funds

Salary Increases

The 1980 legislative session saw the Kansas Legislature continue funding for a number of contractual arrangements with other states for the admission of Kansas students into professional schools not available in Kansas. The osteopathic medicine program initiated three years ago provides for admission of 22 students next year. Admission of 10 students in colleges of optometry and 45 in colleges of dentistry was continued unchanged.

Health Education Contracts

A proposal urged by the Board of Regents to reduce the durational residency requirement for tuition purposes from one year to six months was rejected after having passed one house in the last legislative session. Considerable effort was unsuccessfully directed toward a new public records law that would have increased substantially the burdens on the custodians of public records, including requiring the providing of written reasons if the custodian refuses to reveal a public record. Legislation was enacted, however, requiring the regents to assume the custody and care of student records of any Kansas postsecondary education institution that ceases to do business. Retroactive application is possible where a former student requests the board assume custody of the records.

Residency

Right to Privacy

Although the governor vetoed a measure that would have included all Kansas federally insured financial institutions in the listing of companies that could offer tax deferred annuities or deferred compensation plans, the Board of Regents received an appropriation of $25,000 for retirement consultants to facilitate the development of a voluntary early retirement plan. It is expected that some plan will be readied so as to permit presentation to the 1981 legislature.

Retirement Plans

An unsuccessful legislative effort was made to eliminate the state tuition grant program and substitute in its place a "voucher" plan. The plan would have provided $35 per credit hour in aid for a resident student attending an area vocational-technical school, a junior college, an independent college, a municipal university or a regents institution.

"Voucher" Plan

The Kansas professional negotiations law, which permits collective bargaining for public school teachers and for teachers in area vocational-technical schools and the junior colleges, was again amended. It significantly expanded the scope of negotiations following a series of State Supreme Court decisions limiting the scope of bargaining.

Collective Bargaining

KENTUCKY

Council on Higher Education
West Frankfort Office Complex
U.S. 127 South
Frankfort, Kentucky 40601
Harry M. Snyder, Executive Director

The Council on Higher Education underwent a major reorganization as the 1979-80 year ended with the governor removing the presidents of the state's eight public universities from the organization. The presidents had been ex

Council Reorganization

officio members of the council since it was formed in 1934 and, until 1966, voting members. The governor's action also expanded the council's lay voting membership from 11 to 15 with 7 appointments apportioned by Congressional district and the remainder at-large appointments. The state superintendent of public instruction remains an ex officio nonvoting member. The presidents are to become members of an advisory board that will inform the council of progress and problems. The executive order that reorganized the council also gives the organization responsibility for approving the biennial funding requests of the Kentucky Higher Education Assistance Authority and for reviewing the authority's policies on student loans and grants.

Student Aid Agency Change

Study of the Future — Needs and Trends

The Council on Higher Education has set into motion an organized effort to determine what Kentucky's economic, social and demographic trends are likely to be during the next 10 years and how they will affect the direction of higher education in the state during the 1980s and 1990s. A 30- to 35-member lay committee of leading Kentuckians will spend the next year analyzing the state's future and develop broad-based proposals for the direction of Kentucky higher education. The proposals will be used by the council and the state-supported institutions as the framework for future planning. The committee is considering such topics as the economy, technological advances, manpower needs, population and demographic shifts, changing social values and the effect of future tax structures on college enrollments, program development and emphasis, and funding and capital construction.

Program Review

The second phase of the council's review of degree programs at Kentucky's public higher education institutions, the master's programs, was completed during the year. Approximately 450 programs were reviewed in the context of criteria for their being listed in the council's degree program registry. Staff recommendations have been completed and council consideration is scheduled for late 1980. Reasons for recommending a program not be registered ranged from undesirable duplication and low enrollment to a simple change in the Higher Education General Information Survey classification. Some programs not recommended for registration had been terminated or changed by institutions after review began. In late 1979 the council adopted criteria so that study options requiring specialized credit hours equivalent to those for a master's program can be identified as degree programs, rather than as options.

Health Education System

The council continued its project to develop and implement in Kentucky a model articulated system of allied health education. The project, made possible by a 1978 federal grant, will result in a system that permits entry and exit of prepared practitioners at different levels of practice and improves interinstitutional efforts to share education resources. Project activities to date include formation of formal groups to develop (1) curricula designed with a focus on program articulation, (2) manpower projection models, (3) recommendations on graduate follow-up activities and (4) a comprehensive project flow model.

Outcomes Project

The Council on Higher Education outcomes project — which evaluates the competencies, abilities and achievements of the graduates of Kentucky's public higher education institutions — involved two principal activities during the year. A longitudinal study of high school graduates was begun with a survey of the education and career plans of spring 1980 graduating seniors. Some 260 of the state's public and nonpublic high schools participated, and the council received approximately 30,000 completed

High School Graduates Study

surveys. The follow-up phase will involve the continuing collection of information from a representative sample of the graduates. Survey and follow-up of 1982 and 1984 graduates are planned. A study focusing on the assessment of the educational outcomes of general education at Eastern Kentucky University was continued and expanded. A new study focusing on the evaluation of the general education program at Western Kentucky University was begun.

General Education Study

A study by consultants that assessed the amount and condition of and need for facilities at the public higher education institutions has been completed. The study, an analysis of nonresidential space, concluded that facilities are adequate for future needs unless there are major program changes or enrollment increases. Results of the study are expected to be useful to the council and to the legislature in making decisions about campus capital construction requests. Based on recommendations in the study that realignment of current space should take precedence over new facilities and that existing facilities should be maintained in excellent condition, the council requested that the 1980 legislature appropriate a pool for maintenance and renovation during the 1980-82 biennium. However, no funds were provided.

Facilities Assessment

Also completed during the year was the council's study of teacher education in Kentucky. Among the study's recommendations approved by the council were: admissions to teacher-education programs to be based on an increased consideration by institutions of the needs of the marketplace and on higher standards; annual teacher employment-trend data to be compiled annually and made available to college students who want to enter teacher education; and teacher-education graduates to be tested to insure competency before they are certified.

Teacher Education Study

Furthering its efforts to increase coordination and cooperation between Kentucky's public and independent higher education sectors, the Council on Higher Education created in late 1979 an advisory committee made up of representatives of Kentucky's independent colleges and universities.

Private College Advisory Committee

During 1979-80 Kentucky's Area Health Education System maintained its high rate of student participation. Six public institutions and one independent institution placed over 1,000 health sciences students into nonurban areas of Kentucky for clinical instruction. The students, who received more than 6,600 weeks of instruction, were in dentistry, medicine, nursing, pharmacy and 13 allied health disciplines.

Area Health Education

Enrollment in televised college credit courses offered by Kentucky's Telecommunications Consortium continued to grow in 1979-80. The consortium, which had four institutions offering credit for one or more of four televised courses when it began in fall 1978, increased to 21 institutions offering credit for one or more of six courses in the spring of 1980. Enrollment increased from 256 in fall 1978 to 1,000 in spring 1980. During 1979-80 continuing education courses were telecast for lawyers, pharmacists and engineers. A statewide survey is under way to identify the potential market for televised higher education courses.

Telecommunications Consortium

Fall 1979 full-time and part-time enrollments at Kentucky's public and independent colleges and universities totaled 129,167. At the state-supported universities and community colleges, full-time and part-time enrollment was 111,203, or 86.1 percent of the total. Kentucky's independent institutions had full-time and part-time enrollments of 17,964, or 13.9

Enrollments

percent of the total. Enrollment was up 2,218 over that for fall 1978, with an increase of 2,027 in the public sector and 191 in the independent sector. Full-time enrollment increased by 528 and part-time enrollment was up 1,690.

Degrees Awarded

A total of 20,971 degrees was conferred by the public and independent colleges and universities during the 1978-79 fiscal year, an increase of 27 over 1977-78. The public universities and community colleges awarded 17,809, an increase of 101, and the independent institutions awarded 3,162, a decrease of 74. The numbers of associate's, master's or specialist's and doctoral degrees awarded increased slightly; the numbers of bachelor's and first-professional degrees awarded declined slightly.

Tuition Increases

Tuition increases ranging from less than 5 percent to approximately 34 percent for students at Kentucky's public institutions, effective fall 1980, were approved by the council. The largest increases are for nonresidential dental, law and medical students. Out-of-state students who enter the medical schools in fall 1980, will pay $1,015 a year more — the largest increase — than in fall 1979. The smallest increase is $12 a semester for full-time graduate students at the six regional universities. Resident and nonresident tuition at Kentucky's 13 community colleges and nonresident undergraduate and graduate tuition at the University of Louisville were unchanged.

Appropriations

Among other activities during 1979-80 that will affect higher education in Kentucky was the regular biennial legislative session held in early 1980. Kentucky's public higher education institutions were appropriated a 6.5 percent operating fund increase over 1978-80, to $621.5 million for 1980-82. Salary increases — a major issue on all campuses — will average 7.5

Salary Increases

percent for university faculty and staff and 8.5 percent for community college personnel in 1980-81. An increase of 9 percent and 9.5 percent was set for the personnel at the respective types of instituions in 1981-82. The appropriation includes a $13.1 million pool for the biennium to bring salaries at some institutions up to local private enterprise, state government and higher education institution benchmark averages.

Capital Funding

The council recommended direct funding or debt service not be appropriated for $241.8 million in campus construction projects requested by the state universities for 1980-82. It recommended debt service be provided for $84.8 million in projects, that $16.3 million in direct appropriations be made for other construction projects and that a $31.6 million pool be appropriated for maintenance on and renovation of existing buildings during the biennium. The legislature appropriated debt service for $86.5 million in campus construction; provided only $2.6 million in direct funds for projects, contingent upon the receipt of federal revenue-sharing funds; and provided funds for the maintenance and renovation pool.

Student Aid

For Kentucky's tuition grant program, which provides financial aid for Kentucky residents who attend the state's independent colleges, the legislature appropriated $6.3 million for the 1980-82 biennium, up from $3.8 million for 1978-80. Some $4.7 million was appropriated for student incentive grants that go to needy Kentuckians attending the state's public and independent postsecondary institutions.

Other legislative action permits the Kentucky Higher Education Assistance Authority (KHEAA) to take into account the total resources, including other aid of a student and his family in determining financial need and the

amount of aid to be granted. Previously, only parents' contributions or students' contributions were considered. The legislature allowed KHEAA to begin entering into work-study contracts with profit-making enterprises. It also increased the bonding authority of the Higher Education Student Loan Corporation, which is the state's lending agency, from $30 million to $150 million.

Legislation:

Other legislation (1) increases the maximum terms for members of the council and boards of trustees or regents of the state universities from four to six years; (2) requires the council to develop procedures for the disposition and maintenance of student records of colleges, universities and proprietary schools that close; (3) orders a study of the certification and compensation of special education teachers; and (4) reduces the rate of retirement fund contributions to be made by faculty at five universities that offer the state teachers retirement system plan and increases the state's contribution rate.

1) Board Terms

2) Student Records

3) Teacher Certification

4) Retirement Fund

Health Education for Disadvantaged

The legislature also created in the Council on Higher Education an office of professional preparation programs to improve the opportunities for educationally disadvantaged students from physician- and dentist-shortage areas of Kentucky to enter and succeed in medical or dental school. Under the program, students who are interested in, or have talent for, professional school will be identified, given special educational preparation and encouraged to return to an underserved area to practice. Some $1.1 million was appropriated for the biennium for the program.

Defeated Legislation

Among bills introduced and directed toward higher education that were not enacted was one that would have added a nonteaching staff member of each of the state's six regional universities to each institution's board of regents. A bill to add a student and a faculty member representing Kentucky's state-supported universities to the Council on Higher Education as nonvoting members also failed to pass the legislature. Another bill, which failed to get out of committee, would have required new faculty to pass a test of verbal communications skills in English before employment at state-supported colleges and universities.

LOUISIANA

Board of Regents
161 Riverside Mall
Baton Rouge, Louisiana 70801
William Arceneaux, Commissioner of Higher Education

Master Plan

In February 1980 the Board of Regents approved *The Master Plan for Higher Education in Louisiana: A Progress Report.* The report indicated "the *Master Plan* is serving its intended purpose: to guide Louisiana higher education into the eighties." The *Progress Report* examines four issues of continuing concern to Louisiana higher education: (1) stabilizing declining enrollments, (2) the preparedness of entering students, (3) program quality and (4) financing higher education. Issues that will receive increased attention during the 1980s were also addressed, including: (1) the absence of quality control over certain institutions domiciled in Louisiana, as well as institutions from outside the state operating in Louisiana; (2) the increased use of media for educational offerings; and (3) new alliances within higher education as well as among higher education, government, business and industry. The report also reviews 36 recommendations from the master plan.

Of these 36, 17 have been implemented, 15 are likely to be implemented and 4 probably will not be implemented.

Library Planning

The planning for the further development of Louisiana's academic libraries is being accomplished through the creation of a task force representative of the public and independent colleges. The task force plans to address among others the issues of collections, access, materials, acquisition and processing, staffing, duplication and physical facilities. The task force is scheduled to complete its recommendations for the regents' consideration by the fall of 1980.

Developmental Education

Developmental education in Louisiana's colleges and universities is being examined through the work of a Board of Regents' task force representative of all public colleges and universities in the state. Items being addressed by the task force include the development of mechanisms to accurately define (1) which students are in need of developmental services, (2) a faculty development program, (3) a program evaluation system and (4) the true cost of developmental services. This task force also is scheduled to present its recommendations to the regents in fall 1980.

Program Review

The regents have completed an academic program review of doctoral programs and will finish with the majority of master's programs by the end of the 1980-81 academic year. Thus far the ongoing review of degree programs, begun in 1975, has resulted in the termination of 83 degree programs, the commendation of 15 programs for excellence and the recommendation to maintain and strengthen an additional 229 academic programs. These programs include all doctoral programs, master's programs in history and mathematics, master's and specialist programs in education and all statewide degree programs in architecture and forestry. During the 1980-81 academic year the reviews of all master's programs in business administration, anthropology, Latin, Spanish, French, urban studies, music, physics, geology, engineering, speech, home economics, nursing, philosophy, social work and social sciences will be conducted, as well as the review of bachelor's and master's programs in vocational-agricultural education. Programs that are presently being reviewed include master's programs in English, accounting, chemistry, microbiology, public administration, biology, psychology, fine arts, systems science and speech pathology, as well as baccalaureate programs in education and the professional program in veterinary medicine. These reviews will be completed during the fall of 1980.

Program Approval

The Board of Regents also has the responsibility for approving all new programs proposed by the state's public colleges and universities. Since 1975 the board has approved 101 new academic programs.

Educational Information Center

February 1980 marked the first anniversary of the operation of the Louisiana Educational Information Center (EIC), administered by the Board of Regents. During that year over 1,500 requests for information were received. Calls have been received from 181 Louisiana cities and towns that represent 59 of the 64 parishes in the state. Inquiries have also come from 21 other states and 2 foreign countries. At present EIC is conducting follow-up client evaluation surveys of EIC services and counselors. Information compiled from this survey will enable EIC to improve both its data bases and its counseling services. A comprehensive directory of postsecondary occupational education opportunities in Louisiana has also been compiled and distributed by EIC.

Postsecondary Directory

For the second consecutive year, higher education finance in Louisiana in 1979-80 included new funds for every public higher education institution. In

Appropriations

the 1979 regular legislation session, the regents requested $321,442,560 in total formula and nonformula funds for public higher education and received $294,834,928 for the 1979-80 fiscal year — including $16,665,818 in new funds. A 10 percent pay increase to all state employees granted effective September 1, 1979, provided an additional $26,658,885. A special appropriation to provide funds for increases in insurance and travel rates added another $2,341,056. In all, total state funds provided to the public higher education system in 1979-80 amounted to approximately $323.8 million. The regents requested $375,788,252 in formula and nonformula appropriations for 1980-81, a $36.9 million increase for formula institutions and $15.9 million increase for nonformula areas. At the time of this report the legislature was considering providing a total of $239.2 million for formula institutions and $117.1 million for nonformula areas, including a $19.9 million increase in funds for formula institutions. Also under consideration by the legislature was the governor's proposal to give a 9.67 percent pay increase to all state employees effective September 1, 1980.

Salary Increases

MAINE

Board of Trustees
University of Maine
107 Maine Avenue
Bangor, Maine 04401
Patrick E. McCarthy, Chancellor

Enrollments

The 1979 fall semester enrollments totaled 27,676, up 222 from fall 1978. Of this increase, 84 percent was in full-time students and 16 percent was in part-time students. This represented a change from the pattern of the previous two years when decreases in full-time enrollment were offset by substantial part-time increases resulting in an overall enrollment increase. For the third year in a row, there were more women than men. Women outnumbered men 53.6 percent to 46.4 percent.

Degrees Awarded

The University of Maine conferred 4,287 degrees in 1978-79. Master's degrees were awarded to 613 students, an increase of 14.3 percent over the previous year, and law degrees were awarded to 73 students. Degrees were awarded to 2,202 men and 2,085 women.

Appropriations

General fund appropriations for 1979-80 totaled $42,925,000, up $5,170,072 (13.7 percent) from 1978-79. This compares favorably with the average annual increase that has been provided since 1967-68 when the university system was created.

Program Review

Close to 30 academic programs were scheduled for assessment during the year. The issue of program assessment has been a matter of common concern to all campus academic officers and has been a subject of much debate and discussion. In addressing that concern, each campus has developed specific procedures for selecting programs to be reviewed as well as the criteria for selection of particular programs. Each assessment will include a self study, a review by a faculty panel and the involvement of outside expertise, when and where appropriate. This program assessment could result in a number of actions including recommendations for strengthening the program, status quo in the program or changes in the program or reduction in program size as well as for discontinuance.

A trustee committee report "Improving Student Life in the University of

Student Life Report

Maine" was adopted by the full board. The focus on the student that this committee undertook was unique in the history of the university. It represented the first time the trustees had examined the special place the student holds in the life of the university. The report contains more than a dozen concrete recommendations developed after committee members identified approximately 70 topics on student life for further study, held a series of open public forums on each of the seven university campuses and carefully evaluated memoranda and position papers from interested persons on all seven campuses. The committee developed recommendations in the areas of transferability of credits, impact of residential life on the student, faculty advising, remedial study and student services.

MARYLAND

State Board for Higher Education
16 Francis Street
Annapolis, Maryland 21401
Sheldon H. Knorr, Commissioner

Student Aid

The general assembly greatly expanded the state's distinguished scholarship program during the 1980 session. The number of eligible annual grants were increased from 100 to 300 and the annual grant award was increased from $500 to $800. A total of 150 of the grants may go to National Merit or National Achievement finalists from Maryland. These renewable grants go to superior high school graduates who agree to attend a Maryland public or independent college or university. The program, first enacted in 1978 under the sponsorship of the State Board for Higher Education, is already having an effect in retaining a larger percentage of high ability high school graduates in the state.

Title IA/EIC

Since 1976 the board has administered Maryland's community service and continuing education program under Title IA of the Higher Education Act. In 1978 the governor designated the board as the administering agency for the educational information centers (EIC).

Statewide Plan

The board is required to review annually the *Maryland Statewide Plan for Postsecondary Education*, adopted in July 1978. The first annual review was published in the fall of 1979 and contained an assessment of the extent to which each of the actions in the plan had been implemented. The second annual review of the plan will be published during the fall of 1980. In addition to evaluating the implementation of the plan, the 1980 review will contain five-year academic program plans and limitations on new full-time freshmen for public four-year institutions.

Program Review

In response to a directive of the 1978 statewide plan, the board has implemented a comprehensive review of all education programs. This review of both undergraduate and graduate programs assesses program quality, cost and productivity in light of projected employment opportunities for program graduates. The process includes a follow-up of all program graduates designed to assess student outcomes. The review should provide the impetus for terminating unnecessary programs and for strengthening programs of marginal quality.

Interstate Contracts

The State Board for Higher Education participates in a number of interstate compacts for education services for graduate and professional programs in the South and in the states of Pennsylvania, New York, Ohio, Illinois and

Virginia. These contract programs permit the board either to offer higher education programs not available at any college in Maryland or to provide for increased capacity in special fields by paying an established fee to the institution. At the present time the board has contract arrangements for professional programs in medicine, veterinary medicine, optometry, forestry, occupational therapy and osteopathic medicine. In addition, for the fall of 1980 Maryland residents had access to 63 unique graduate and undergraduate programs made available through contract arrangements negotiated with 13 southern states.

Budget Recommendations

As part of its statutory responsibility, the state board prepares and recommends to the governor consolidated operating and capital budgets for all higher education segments, institutions and agencies under its coordination. For fiscal year 1981 the board recommended appropriations of $649.2 million in total funds for higher education operations, including $286.6 million in general funds. This represented a 6.6 percent recommended increase in total funds and a 5.6 percent increase in general funds over 1980. For capital projects in 1980-81 the board recommended appropriations of only $38.5 million for most urgently needed priority projects. In actual appropriations for fiscal year 1981 the governor and the legislature followed closely the recommendations of the board in its consolidated operating and capital budgets. The board also prepares recommended maximum agency request ceilings (MARC) in state general funds for the next fiscal year. For fiscal year 1982, the board recommended general fund appropriations of $396.8 million. Inflation represents 41.1 percent of the recommended increase, mandatory increases 8.8 percent and quality improvements 50.1 percent.

Appropriations

Community College Funding

Because the state's community colleges are provided with state aid on a fixed formula based on full-time equivalent (FTE) students and a large number of the community colleges have experienced enrollment declines, alternative methods of funding are being examined. The board's MARC recommendations for 1982, therefore, do not include increased funds for the community colleges. For the first time, the base budget includes no general funds for the operation and maintenance of auxiliary enterprise facilities. The base budget does include realignment of priorities within institutions based on enrollment shifts and program changes.

Facilities Inventory

Handicapped Access

Energy

Auxiliary Enterprise

For fiscal year 1982, institutions are completing a total facilities inventory that will give information on existing facilities and provide a base for projecting facilities needs. The board has urged all public institutions to implement the provisions of the Federal Rehabilitation Act of 1973 concerning accessibility for the handicapped. Additionally, the board has participated in and encouraged public institutions of higher education to be actively involved in the federal energy audit and construction programs of the National Energy Act. In addition the board has studied the capital funding of auxiliary enterprise facilities and will make policy recommendations to the general assembly regarding state funding for auxiliary enterprise facilities.

Salary Policy

The State Board for Higher Education has developed a statewide salary policy for higher education executives and senior administrators. The policy is being developed as a recommendation to the State Commission on Compensation and Personnel Policies. A task force on the National Direct Student Loan Program is developing recommendations to resolve the high default rate problem that exists in this program to insure that Maryland receives an equitable share of federal support for this program.

Student Loan Defaults

Enrollments

Total enrollments were up almost 2 percent in fall 1979, following almost a 1 percent drop between 1977 and 1978. Full-time and part-time enrollments were up for both men and women. Almost equal numbers of full-time and part-time students were enrolled. Women comprised 54.5 percent of total enrollments, which is up from 53.5 percent in 1978.

Veterinary Education

A special task force on veterinary medical education, appointed in fall 1978, completed its study of the need for providing veterinary medical education facilities in Maryland. Its final report and recommendations were published in April 1979. The task force recommended that the state consider establishment of a clinical teaching facility as part of a cooperative school of veterinary medicine with Virginia Polytechnic Institute and State University. The state board in its budget submission to the governor recommended that Maryland contract with Virginia Polytechnic for spaces for veterinary medical students. No recommendation was made on the clinical facility. In February 1980 the governor signed an agreement with the governor of Virginia for 24 entering spaces for fall 1980 and fall 1981 and for 30 entering spaces in subsequent years. Under this arrangement, Maryland will have a significant role in the academic and financial policy making of the institution.

Fire/Rescue Education

The Maryland Fire-Rescue Education and Training Commission, a mandated agency of the State Board for Higher Education subject to the authority of the Commissioner of Higher Education, is a blue-ribbon commission whose members are appointed by the governor and represent a cross-section of the state's emergency services. Staff support to the commission is provided by the state board. The commission has been actively engaged in the improvement of the education and training system for the emergency services through the development of standards and a certification process for emergency services instructors. As a result of this effort there has been created within the University of Maryland administration, the instructor certification review board that has the power to administer the certification system. Commission members are anticipating the completion of a five-year plan for emergency services education and training for Maryland in the near future. Also under consideration by the commission is the development of emergency services institutional approval standards. The target date for completion of these standards is January 1, 1981.

Institutional Authorization

In February 1980 the State Board for Higher Education approved new sets of standards for two-year and four-year colleges and universities operating or awarding degrees in the state. The revised standards evolve from the board's legal mandate to "prescribe minimum requirements for issuing certificates, diplomas, and degrees by the public institutions of postsecondary education in Maryland." Following the general lines of the standards previously in place, the new minimum standards provide more specific criteria for state approval of Maryland's collegiate institutions. Implementation of the board's regulations for out-of-state institutions, adopted in March 1979, began with on-site visits and subsequent evaluation of course offerings in 41 locations where out-of-state institutions operate in Maryland. Eleven of the 21 institutions previously approved to operate in the state were granted approval under the revised regulations for 1979-80. The approved institutions made substantial progress this year in meeting state expectations by providing for qualified faculty, an adequate administrative staff and appropriate library resources.

The board continued to foster improved quality and efficiency in higher education by implementing its institutional evaluation process in the spring

of 1980. Campus visits were made to seven community colleges due for regional accreditation under terms of a cooperative arrangement approved by the board and by the Middle States Association's (MSA) Commission on Higher Education. The initial evaluation visits were trial runs of an evaluation process containing three elements: (1) evaluation visits made by two teams — a team chosen by and reporting to the regional accrediting association and a team chosen by and reporting to the State Board for Higher Education; (2) an institutional profile and analysis prepared by the state board staff as background material for the board evaluation team; and (3) a final report on the institution prepared by the board staff for action by the board. On the basis of the first year's experience, necessary modifications will be made to strengthen the process and improve its utility.

Institutional Evaluation

MASSACHUSETTS

Board of Higher Education
31 St. James Avenue, Suite 323
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Laura B. Clausen, Chancellor

In fall 1979 Massachusetts institutions of higher education enrolled 333,265 classified and 67,717 unclassified students for a total enrollment of 400,982. Of this total, 57 percent were enrolled in independent institutions and 43 percent in the public institutions. Among undergraduate students, 53 percent were enrolled in independent institutions and 47 percent in public institutions, while 78 percent of all graduate students were enrolled in independent and 22 percent in public institutions.

Enrollments

The state budget for fiscal year 1980 included an appropriation of $295,967,558 for higher education, an amount 9.6 percent less than that recommended by the Board of Higher Education. The budget for fiscal year 1981 allocates $317,873,053 to higher education, an 8 percent increase over fiscal year 1980 and only 2 percent less than the board recommendation.

Appropriations

During the academic year 1979-80, the state scholarship program provided $15,990,562 in aid to 27,275 students. In addition, another 1,900 specialized scholarships have been awarded, with a total value of $1,160,000. The legislature has provided level funding for financial aid in fiscal year 1981, but has enhanced flexibility by combining six separate appropriations into one line item.

Student Aid

The Board of Higher Education is mandated to approve all public sector and a portion of the independent sector requests for new and expanded degree authority. This function is carried out by the academic affairs staff and the collegiate authority committee of the board. Responsibilities extend also to institutional name changes, mergers, authorization to grant honorary degrees and out-of-state institutions desiring to offer credit courses or programs within the state. During the past year one new independent institution was approved for degree-granting status. The board acted upon 101 public sector academic program proposals, of which 64 were submitted by the community colleges, 18 by the state colleges and 19 by the universities.

Institutional Authorization

Program Approval

A critical issue in Massachusetts is the shortage of trained professional and paraprofessional personnel needed to fill present and projected vacancies in the high technology industries of the state. Board staff, working cooperatively with the Massachusetts Secretary of Economic Affairs, has completed a

Technology Manpower Needs

survey of undergraduate and graduate degrees awarded in science and technology in Massachusetts and degrees estimated to be awarded through 1983. A preliminary report has been issued and a final report on manpower supply and demand will be published shortly.

Enrollment Projections

In line with its mandate to collect, analyze and disseminate information on higher education, board staff has implemented a computerized study designed to project student enrollment in Massachusetts through 1990 in public and independent institutions. Staff has been assisted by an advisory task force representing public and private two- and four-year colleges and universities. The first of a series of reports, intended to assist state and institutional planners and policy makers, will be issued shortly.

1202 Commission Activities

In addition to its administration of the federal title programs, the 1202 commission, working cooperatively with the Board of Higher Education, has developed and implemented two significant programs: (1) a series of public forums on critical issues in higher education that have brought together in discussion and debate prominent figures from government, business, industry and education and established new avenues of communication between the public and independent sectors; and (2) the implementation of an education information center, housed in the board offices, providing academic and financial aid information to the citizens of Massachusetts through a toll-free telephone service.

Statewide Reorganization

The board and staff have devoted considerable time and effort over the past year to the issue of the reorganization of public higher education. Numerous informational and analytical reports have been developed for use by the special commission on reorganization, of which the chancellor of the board has been an active member. In June 1980 reorganization was effected through legislative act by a rider to the state budget. This act eliminates the Board of Higher Education, the Massachusetts Board of Community Colleges and the Massachusetts State College System and institutes a Board of Regents governing 28 public institutions, each to be supported by a local board of trustees. The new governance system will become effective on March 1, 1981.

MICHIGAN

State Department of Education
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Phillip E. Runkel, Superintendent of Public Instruction

Uniform Classification

The State Board of Education continued its efforts to refine further the financial planning and budgeting mechanism for public higher education institutions in Michigan. Last year's focus was to evaluate the feasibility of the implementation of a uniform activity classification structure. This year the Education Department staff, along with staff from the Department of Management and Budget, the legislative fiscal agencies and the institutions themselves, are in the process of writing the details of a uniform activity classification structure. The structure will cover not only financial reporting, but institutional activity as well.

Task Force on Minorities and Handicapped

Based on the findings and recommendations of the report *Minority Students in Michigan Colleges and Universities*, the State Board of Education and the governor's office organized a joint task force on minority, female and

handicapped enrollment in colleges and universities. The mission is to make specific recommendations to the board, the governor, the legislature and colleges and universities regarding K-12 preparation, recruitment, retention and career placement of minority students. The task force consists of 25 members from across the state, each having expertise relevant to the areas being investigated. As one of its initial tasks, it held four public hearings, each in a different city. Completion of a final report is expected in November 1980.

Teacher Manpower Report

A report *Michigan Teacher Supply and Demand: Interim Report 1980* was prepared by the teacher preparation and certification services. It includes data from the 1975 and 1976 studies of manpower needs for public school teachers, as well as data collected since 1976. This report will assist various agencies and institutions in planning for teacher preparation in Michigan. The complexity of the supply and demand situation has been highlighted by the identification of factors reported for the first time in this document — the impact of unemployment legislation, retirement legislation, school millages and mandatory special education. Additionally, data on race and sex have been expanded since the 1976 report.

Instructional Program Planning

The Higher Education Management Services Division of the Department of Education, in cooperation with the house and senate fiscal agencies, has undertaken a study to provide a comprehensive data base of instructional program information. This study will be used for purposes of planning and analysis at the state level and for instructional program planning within individual institutions.

Energy Costs Report

The Higher Education Facilities Commission continued to examine and assess the impact of energy costs at Michigan higher education institutions. In its recent report, *Energy Consumption and Conservation at Michigan Public Baccalaureate Institutions, 1973-74 and 1978-79*, the commission noted significant energy conservation — 24 percent less energy was used on a BTU per square foot basis in 1978-79 as compared to 1973-74. Cost avoidance exceeded $9 million; still energy expenditures increased 65.8 percent on a square foot basis. The commission is recommending programs to assist institutions in financing retrofitting and systems conversion projects in order to reduce energy use by 45 percent.

Facilities Bond Issue

In April 1980 the Higher Education Facilities Authority began planning for a bond issue to finance renovation of a dormitory at an independent college in western Michigan. The renovations are designed to include provisions for handicapped access. The authority financing program, featuring tax-exempt bonds, permits independent colleges to obtain facility funding at reasonable rates of interest.

Student Aid

The tuition differential grants instituted in 1978 were continued for students who are Michigan residents at independent nonprofit colleges and universities. In the initial year the program coverage was extended only to freshmen; now freshmen and sophomores are included. The appropriation for 1979-80 was $9.3 million and grants still were limited to $500, although the enabling legislation allowed a maximum of $600 per full-time student.

MINNESOTA

Higher Education Coordinating Board
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Clyde R. Ingle, Executive Director

Statement of Goals

A proposed statement of goals for Minnesota postsecondary education and a plan for review of the goals by education and noneducation groups was adopted by the Higher Education Coordinating Board this year. The statement of goals is accompanied by a list of policy issues related to the goals. Following a review of the goals by various groups during the year, the board will recommend a goals statement and a list of key policy issues.

Task Force on Funding Policies

A task force to recommend policies on the future funding of Minnesota postsecondary education is being established by the board. The task force, which will assess the implications of continuing existing funding policies and the effects of alternative policies, will consist of the heads of the state's public and independent postsecondary systems, the governor, commissioner of finance, legislative leaders and three citizen members appointed by the board. The task force is to make an interim report on its progress and findings to the board and respective governing boards by December 1980 and will issue a final report with recommendations and policy alternatives to the board by December 1981. The creation of the task force followed the annual meeting of postsecondary education governing boards that focused on funding postsecondary education in the 1980s. A board staff paper prepared for the meeting concluded that a more comprehensive policy for funding public postsecondary education in a period of long-term enrollment decline may be required in the 1980s and beyond.

Enrollments

Total on-campus headcount enrollments at Minnesota public and independent postsecondary institutions in fall 1979 totaled 194,464, a 2.3 percent increase over fall 1978. Total enrollments at public institutions increased 2.4 percent while total enrollments at private institutions increased 0.9 percent. Enrollments are projected to increase slightly between now and 1982 and then decline by 1995 to between 19-21 percent below current levels. The number of new entering freshmen in the state's public and independent institutions increased 4.9 percent in fall 1979 after a decline in fall 1978. For the second consecutive year the number of female new entering freshmen exceeded the number of new entering male freshmen.

Student Aid

Over $30 million in need-based grants will be available to Minnesota students attending public and independent postsecondary education institutions in the state during 1980-81. The state scholarship and grant program, funded by a $26,820,000 state appropriation and over $1,470,087 State Student Incentive Grant Program allocation, is expected to process applications from more than 65,000 students for the 1980-81 year. Action of the 1979 state legislature opened the program to initial applications from juniors and seniors and authorized an increase in the maximum award from $1,100 to $1,250 for this year. The state award, in combination with the Basic Educational Opportunity Grant Program award, can fund up to 75 percent of the student's financial need. In June 1980, notices of scholarship and grant awards were mailed to 36,822 students, who will receive an average award of $740. It is anticipated that an additional 5,000 students will receive award notices by the start of the fall term.

A part-time student grant program and area vocational-technical institute

(AVTI) tuition subsidy program exist to meet the needs of students who are not served by the state scholarship and grant program. An additional $2,167,500 in need-based grants are available for 1980-81 from these programs. The state work-study program will make $3.6 million available to over 6,000 students, and 10,000 Minnesota students will be able to attend institutions in four neighboring states at resident tuition rates as a result of tuition reciprocity agreements with Wisconsin, North Dakota, South Dakota and Iowa. The 1980 legislature increased the bond ceiling for the state student loan program from $200 million to $300 million. The increased bonding authority will enable the coordinating board to meet revised funding requirements for the program caused by a more than 40 percent increase in the volume of applications the past year. In August 1979 the board sold $100 million in tax-exempt revenue bonds to fund the program — the largest such issue ever sold in the country. The legislature approved an appropriation of $230,600 to the board to fund the development of a new data processing system for the student aid programs and an additional data processing position.

Reciprocity

Student Loans

Computerized Student Aid

The biggest issue affecting postsecondary education was consideration of building requests. A house-senate conference committee agreed on a $237.7 million building package that included $221 million in bonding authorization. However, the bill did not receive enough votes to pass in the house. Had the bill passed, more than $86 million would have been provided to the four public systems for construction projects.

Capital Funds

Passage of a bill extending teacher mobility provisions to all instruction and administrative staff of the State University System and Community College System was approved. The act provides staff with the options of taking extended leaves of absence without loss of seniority or tenure and part-time employment. Previously, these options were available only to teachers in school districts and AVTIs. An early retirement provision was deleted from the bill. Full-time teachers who have been employed by the respective boards for at least 5 years and who have at least 10 or more years of allowable service will be eligible for an extended leave of absence without salary for at least 3 but not more than 5 years. The purpose of this option is to permit mid-career changes without loss of benefits should the individual wish to return to his or her previous position. The part-time alternative will provide a means for older teachers to continue to work without detriment to retirement accumulation or loss of benefits where health or other personal problems do not allow for continued full-time employment and will provide a means for exploring other career options.

Teacher Mobility

Postsecondary education personnal in Minnesota will be affected by public employee relations legislation. In general, the act expands the right to strike of public employees and consolidates the number of bargaining units. The act assigns executive branch employees of state government, unless otherwise excluded, to 16 units. Separate units include a state university instruction unit, a community college instruction unit and a state university administrative unit. Twelve units are created for University of Minnesota employees.

Collective Bargaining

The legislature directed the coordinating board, in cooperation with the State Board for Vocational Education, to study the public area vocational-technical institutes (AVTIs). In view of future enrollment trends, the board is to study and make recommendations in regard to: (1) the mission of the AVTIs and their relation to other systems and institutions; (2) the instruction programs and community services offered by AVTIs; (3) the governance and structure of the AVTIs; and (4) the financing policies and

Voc/tech Institutes Study

procedures of the AVTIs. The board is to submit its report and recommendations to the legislature by February 1, 1981. The study and an appropriation of $28,000 to the board were included in the supplemental appropriations bill. The coordinating board continued work on several studies that are due to be released this year, including a study on state policy on adult and continuing education, teacher education programs, nursing education, faculty compensation, the state's community colleges and needs of Latino students.

Other Studies

Special Education Teacher Training

During the year the board completed a study on the need for an availability of teacher training programs for certain special education teachers. Minnesota has a shortage of teachers available to provide services for all children projected to have hearing impairments, visual handicaps and deaf-blind disabilities. The board recommended the state look at "innovative means" of meeting its needs for these teachers while using its postsecondary resources effectively. The board's recommendations include the development of cooperative agreements involving several education systems and the possible use of out-of-state resources.

Career Information Service Funding

The legislature did not approve fiscal year 1981 funds for the Minnesota Career Information Service (formerly MOIS), as recommended by the coordinating board. The 1979 legislature appropriated $150,000 to fund the system for one year and assigned the coordinating board to prepare an evaluation for the legislature. Based on the evaluation, the board recommended that the state should extend funding (to the Department of Education) for the system through June 1981, but that funding beyond that date be contingent on the development of a state plan for career information. However, 1981 funding was not approved. The Department of Education is developing an alternate plan for continuing the service.

Truth in Testing

Truth-in-testing legislation was introduced in both the house and senate during the 1980 session but no action was taken. The higher education division of the house education committee held two hearings at which both proponents and opponents testified. The bill attempted to regulate standardized admissions testing in Minnesota by requiring disclosure of information by testing agencies to the coordinating board and to individuals taking the tests.

New Reciprocity Agreement

A new 10-year tuition reciprocity agreement that alters the current reimbursement formula between Minnesota and Wisconsin was approved during the year. Approval by the coordinating board came after the governor last spring took up the issue of reimbursement with the Wisconsin governor. The Minnesota governor asked a commissioner of finance to head a team to renegotiate existing reciprocity agreements with Wisconsin including tax reciprocity agreements. The new agreement, which is retroactive to July 1, 1979, must be ratified by Minnesota's public postsecondary systems. It has been approved by the Wisconsin Legislature. Under the agreement, in effect since 1973, the two states each year have calculated the number of students participating and the difference between in-state and out-of-state tuition for those students. Under the new agreement the reimbursement will be based on the marginal cost of providing education services to students participating in the program. The agreement is to be reviewed every two years and is subject to the provision of legislative appropriations.

Aid to Private

The coordinating board made payments totaling $4,629,886 to 23 private colleges in the state for 1979-80 under the independent college contract program. Independent institutions received $2,628,115 for 18,141 residents

enrolled in fall 1979 and $2,001,770 for 4,164 grant-in-aid recipients enrolled. For the 1980-81 biennium, the 1979 legislature appropriated $9,735,000 as requested by the board.

MISSISSIPPI

Board of Trustees of State Institutions
of Higher Learning
P.O. Box 2336
Jackson, Mississippi 39205
E. E. Thrash, Executive Secretary and Director

Appropriations

Continued support for higher education in Mississippi by the state's legislative body was indicated by a general support appropriation of $122,910,480 for fiscal year 1980-81 during the 1980 session of the legislature. This amount represented a 12.55 percent increase over the general support appropriation for fiscal year 1979-80. In addition, individual programs and agencies such as the schools of medicine, dentistry, nursing, health related professions and the teaching hospital at the University of Mississippi medical center received special appropriations. Collectively, the medical center's schools received the sum of $36,849,610. Funds for the agriculture-related agencies and the college of veterinary medicine at Mississippi State University totaled $26,902,270. A total of $198,073,233, a 12.72 percent increase over the total 1979-80 appropriation, was provided by the legislature to support higher education and research in Mississippi's state-supported universities and research agencies under the governance of the Board of Trustees of State Institutions of Higher Learning.

Faculty Salaries

Legislative appropriations provided salary catch-up funds so that faculty salaries can achieve parity with other southeastern public universities. Faculty salaries increased an average of 11.92 percent at the eight state-supported universities.

Funds for Libraries

A major appropriation by the legislature was the $2 million provided to bring the institutional libraries into line with the standards set by the American Library Association's Association of College and Research Libraries' standards for college libraries. Efforts and expenditures to upgrade the universities' libraries will be an ongoing project in future years.

Capital Funding

Funding was provided by the 1980 legislature for capital improvement and for repair and renovation at the universities. The sum of $23,767,000 was earmarked for capital improvements and renovations at the universities. Appropriations for major capital outlay projects include a nursing facilities building at Alcorn State University-Natchez; an addition to the school of architecture at Mississippi State University; phase II of stadium expansion at Mississippi Valley State University; and a physical education and track facility at the University of Mississippi. During 1979 the physical education complex at Delta State University was completed, and work continued on the new assembly building at Jackson State University. 1979 also saw 99 percent of the new technology building completed at the University of Southern Mississippi, with occupation for instruction planned for fall 1980. Many repair and renovation projects on the eight campuses were completed in 1979, and funds were appropriated for more in 1980. Much emphasis was and will henceforth be placed on making old and new buildings energy efficient.

Management Information System

The Board of Trustees is in the process of implementing a management information system (MIS) for the eight universities. All information required by the board will be uniformly reported. The sum of $700,000 was again appropriated to continue this MIS project. Five new community service and continuing education projects under Title I of the Higher Education Act were funded by the then U.S. Office of Education to be administered by the board.

Title IA

Program Review

The study of doctoral programs was culminated during 1979, resulting in the reduction from 105 to 61 in the number of doctoral programs available. A previously imposed moratorium on doctoral programs was lifted and three new programs were added.

Educational Information Centers

The U.S. Department of Education funds the educational information center (EIC) program in Mississippi and the Board of Trustees administers these funds. One educational information center has had a successful year, and the second center is in its first year of operation. The centers are geared primarily for adult learners, providing them with answers to questions they have about continuing their education.

New Internships in Public Management

A new public management graduate internship program was authorized and funded by the 1980 legislature. The program will offer graduate students in public administration, program analysis and public policy opportunities to gain practical experience in their fields. A task force under the direction of the Board of Trustees is in the process of working with the institutions and state government officials to determine and implement ways the universities can contribute to solving problems facing the state.

Student Aid Agency Change

The State Student Incentive Grant Program was transferred from another state agency to the Postsecondary Education Financial Assistance Board, which is administered by the Board of Trustees. In addition, other programs under the Board of Trustees supervision, which are funded by the state legislature, include the Postsecondary Education Financial Assistance Board with 28 public and independent participating schools, the state medical and dental loan programs, the graduate and professional degree scholarship program, the nursing aid scholarship program and the Southern Regional Education Board program (SREB).

Enrollments

Headcount enrollment at Mississippi's state-supported universities for fall 1979 was 46,934. A headcount enrollment of 4,927 students was served by off-campus operations, showing that interest in adult continuing education is ever increasing. Of the total headcount on-campus enrollment, 52.2 percent were women. Women have been in the majority of total enrollment statewide for three consecutive years.

MISSOURI

Department of Higher Education
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Stanley Z. Koplik, Commissioner of Higher Education

Enrollments

Statewide, the fall 1979 enrollment in Missouri increased from fall 1978 by 1.1 percent in headcount and 0.1 percent in full-time equivalent (FTE) students. The public sector gained 2.5 percent headcount and 1.6 percent FTE with the independent sector 1.2 percent headcount and 1.8 FTE. In the

public sector, enrollment increased by 2.4 percent full-time students, 2.6 percent for part-time students and 2.9 percent in first-time entering. Total headcount enrollment stood at 201,709 and FTE enrollment at 153,064. Of those totals, 24 percent of the headcount and 25 percent of the FTE were in the independent sector.

Appropriations

The higher education operating appropriation increased from $305 million in fiscal year 1980 to $342 million for fiscal 1981. This was a 12.1 percent increase in appropriations for 1980-81 as compared to a 9 percent increase for 1979-80. Appropriations for the Department of Higher Education, including the state library, increased to $1,579,884 or 8.2 percent. The senior institutions increased 12.6 percent to a total of $278,322,695, and state aid to community colleges increased 10 percent to $33,264,505. Capital appropriations totaled $34,095,443 for fiscal year 1981 as compared to $22.7 million in 1979-80. Capital review site visits, which include an in-depth determination of handicapped accessibility needs, are now under way as part of a process leading toward a five-year plan for capital improvements.

Formula Budgeting

Refinement of the formula budgeting process continues in the direction of determining need rather than making automatic increments and in identifying differential needs among the institutions. Examples of this for fiscal year 1981 include the incorporation of program improvement requests from each institution and the use of an expense and equipment increase derived from the Higher Education Price Index.

Master Planning

The department has initiated a series of master planning studies for individual subject areas. Health education is receiving first priority with nursing and allied health as the objects of the initial effort. An updated and expanded certificate and degree program inventory was recently completed. During 1979-80, statewide articulation policies were developed both for two- and four-year college transfer and for the transfer of vocational/technical credits. Effort was also initiated to examine alternatives for increasing access to two-year vocational programs throughout the state.

Program Inventory

Transfer Policies

Regional Councils

Regional coordinating councils have been established and during the coming year will begin monitoring institutional application of coordinating board criteria addressing the issues of quality and unnecessary duplication in off-campus education. In 1978-79 a new state information system was implemented and effort is now under way to automate the comprehensive institutional data that the system provides. A systematic series of reports has been initiated utilizing those data with a task force study of statewide computer utilization and effectiveness completed in August 1979. A statewide committee of senior administrators from public and independent institutions has been appointed to facilitate the continued development and use of computing resources in the state.

New Information System

Institutional Authorization

Bills regulating both proprietary and nonaccredited degree-granting institutions again fell short of passage in the legislature. While those matters continue to receive intense legislative attention, Missouri remains one of the few states without regulatory authority in these areas.

Student Aid

The Missouri student grant program is funded at $10,243,303 for 1980-81, an increase of $1.2 million over the amount appropriated the previous year. The Missouri guaranteed student loan program began operations September 1, 1979, and will guarantee approximately $20 million by June 30, 1980. In 1980-81, loans guaranteed are expected to exceed $50 million.

MONTANA

Board of Regents of Higher Education
33 South Last Chance Gulch
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John A. Richardson, Commissioner of Higher Education

Student Loans

The Montana guaranteed student loan program was established by the legislature in 1979 to assist students to borrow money for their education beyond the high school level. The program is directed by the Montana Board of Regents of Higher Education, which has designated United Student Aid Funds, Inc. as its agent in the administration of the program. The program has now become operational and loans are being processed for Montana students.

Joint Funding Study

A joint study of funding approaches for the Montana University System was initiated by the system and the office of the legislative fiscal analyst. The first portion of the study produced an instructional cost inventory while later parts of the study are focusing on comparative institutional data, other program costs and salaries. A joint study of the funding of community colleges was also initiated by the community colleges and the office of the legislative fiscal analyst. The office of the commissioner of higher education is assisting in this study, which is reviewing possible funding mechanisms and statutory revisions.

Program Review

Continuation of the Board of Regents' policy of reviewing academic programs resulted in a review of home economic and radio/television programs within the university system. In the case of home economics, the program at Montana State University was retained, but the program at the University of Montana was changed to home economics education with no other options and transferred to the school of education. In the case of television programs at the two universities, the board concluded the programs were not duplicative and both should be retained. Teaching majors and minors within the university system were reviewed and revised to make them compatible with certification requirements of the office of superintendent of public instruction.

Faculty Vitality

Under a grant from the Northeast Area Foundation, the units of the Montana University System are participating in the faculty vitality project. The project's function is to maintain faculty and institutional vitality despite a projected enrollment decline through cooperative planning, sharing of expenses and resources and effective use of consultant services.

NEBRASKA

Coordinating Commission for Postsecondary Education
P.O. Box 95005
301 Centennial Mall South
Lincoln, Nebraska 68509
William S. Fuller, Executive Director

Facility Study and Inventory

The second session of the 1980 legislature considered 10 pieces of legislation that dealt with continuing education and licensing requirements of professional and paraprofessionals in Nebraska. In addition, the legislature directed the Coordinating Commission for Postsecondary Education to work with the committee on building renewal on developing an inventory and conducting a

utilization study of public postsecondary education facilities to be used for considering capital construction requests during the first session of the 1981 legislature. The legislature also identified the legislative fiscal office as the administrative agency responsible for the implementation of the Nebraska Education Data System (NEEDS), which is based in part on recommendations detailed in a 1978 commission report containing recommendations for a Uniform Information System of Nebraska (UNISON).

Uniform Information System

The state attorney general has approved the rules and regulations proposed by the commission that are to be followed for (1) the establishment of new independent two- and four-year colleges and universities in Nebraska and (2) out-of-state institutions requesting approval to offer courses and programs within Nebraska. Authority for the coordinating commission to undertake these responsibilities was provided under statute by the legislature in 1979.

Institutional Authorization

"Learning Line," an activity of the educational information center project (EIC), became operational in the spring of 1980. A toll-free telephone number connects a caller with an education specialist who can direct and refer the caller to a person capable of providing assistance to the caller. Related to the EIC project has been the development of a postsecondary education program directory and the sponsoring of several meetings around the state involving information providers in an effort to develop a network of persons to whom persons can be referred from inquiries made through the "Learning Line."

Educational Information Center

Postsecondary Directory

The coordinating commission and department of banking and finance cooperated in a joint effort to establish a Nebraska guaranteed student loan program. This effort resulted in a recommendation to the governor, who transmitted the recommendation to the then U.S. Commissioner of Education, that the Higher Education Assistance Foundation be named the private nonprofit guarantor for the guaranteed student loan program. In another matter related to student aid, a district court upheld a 1978 ruling of the state's attorney general that the Nebraska state scholarship program — which would provide grants to students to financially assist them in attending a Nebraska institution of postsecondary education, independent as well as public — was unconstitutional. This district court ruled that the program in providing state financial assistance to students attending independent colleges in Nebraska was in direct conflict with the state constitution. The decision is being appealed to the state supreme court.

Student Loans

Student Aid

The commission identified six major issues confronting Nebraska postsecondary education that will provide the framework for future activities: (1) participation and access, (2) programs, (3) resources, (4) financing, (5) accountability and (6) the system of postsecondary education in Nebraska. The issues statement is providing the basis for the development of work plans that are being developed for the purpose of providing direction for developing commission responses to and recommendations for state action with respect to the identified issues.

Issues Statement

Reporting by the commission has included the continuation of *Commission Update*, a commission newsletter; an updated *Directory of Nebraska Institutions of Postsecondary Education;* an *Analysis of the State Student Incentive Grant for 1977-78; Fall Headcount Enrollments in Nebraska Institutions of Postsecondary Education, 1973-1978; Full-Time Instructional Faculty Data: Nebraska Institutions of Postsecondary Education, Academic Years 1975-76 through 1978-79; Degrees and Other Formal Awards Conferred by Nebraska Institutions of Postsecondary Education, 1974-75*

Publications

through 1977-78; and *Education and General Current Fund Financial Statistics of Nebraska Institutions of Postsecondary Education for Fiscal Years Ending 1975, 1976, 1977 and 1978.* In addition, a report of enrollment trends and projections first completed in 1978 is being updated.

Enrollment Studies

Another forthcoming study is one of Nebraska college-going rates in which the preliminary data show that in fall 1969, 46.75 percent of Nebraska's 1968-69 high school graduates enrolled on full-time basis in a Nebraska institution of postsecondary education, and an additional 4.66 percent enrolled part-time for a total of 51.41 percent enrolling as new entrances in fall 1969. This compares to 43.23 percent full-time, 13.28 percent part-time, or 56.51 percent of the 1978-79 high school graduates enrolling in a Nebraska institution in fall 1979.

NEVADA

University of Nevada System
405 Marsh Avenue
Reno, Nevada 89509
Donald H. Baepler, Chancellor

Enrollments

Both fall and spring enrollments at the two university campuses showed significant increases at a time when national trends are moving downward. Enrollments grew by just over 6 percent at both Nevada universities during the 1979-80 academic year. While the universities were growing, the usually growth-prone community colleges were leveling in enrollment, particularly the two largest colleges in Reno and Las Vegas.

Law School Feasibility Study

The Board of Regents commissioned an external consulting firm to conduct a thorough study of the feasibility of establishing a law school for Nevada residents. The study's findings advocated a school of law at some future time, but determined that the population of the state was not sufficient to provide a pool of qualified law school students.

New Community College

Growth in the kinds of programs provided by the two campuses of Western Nevada Community College had directed one campus to serving a rural population and the other to a metropolitan community. The divergence of the two campuses was resolved in December when the Board of Regents established the Truckee Meadows Community College from the north campus of Western Nevada Community College. The south campus of Western Nevada will continue to bear that name and will serve all the counties of northwestern Nevada with the exception of the Truckee Meadows (Reno and Sparks urban area).

NEW HAMPSHIRE

Postsecondary Education Commission
61 South Spring Street
Concord, New Hampshire 03301
James A. Busselle, Executive Director

Student Aid

Inflationary pressures and a simplified application process resulted in a 300 percent increase in applications for the New Hampshire incentive program in 1979-80 over 1978-79. The commission is requesting a substantial increase in incentive grant funding for academic years 1981-82 and 1982-83 as part of its biennial budgetary request. The commission continues to administer the

New Hampshire medical veterinary school capitation and tuition loan program as well as the new program reserving slots at the New England College of Optometry for New Hampshire students. Lending under the guaranteed student loan program continues to rise from $7,678,265 in fiscal year 1979 to $13,389,517 in fiscal year 1980. Also in the area of financial aid the commission published a new counselor's manual, *Financial Aid for the Adult Learner.*

Continuing Education Study

The commission completed its statewide needs analysis in the area of continuing education and published the report *Statewide Continuing Education Needs Analysis of New Hampshire Business, Industry and Service Organizations.* The study was based on mail surveys and on-site interviews with approximately 16,000 New Hampshire organizations. The report dramatizes the fact that New Hampshire business, industry and service organizations perceive a significant need for adult educational training for their employees and provides important data that will aid New Hampshire education planners to make accurate short- and long-term decisions in the area of continuing education.

Student Choice

The commission undertook a major study of the decision-making process of students and their parents regarding postsecondary education entitled *New Hampshire Students Who Don't Go On to Higher Education and Why: A Study of the Decision Making Process.* The result of this study will be valuable in the commission's planning process because the percentage of New Hampshire students pursuing postsecondary education has been 10 percent less than the national average in recent years.

Data Collection

The Postsecondary Education Commission is also participating in a joint project with the Maine and Vermont 1202 commissions, New England Board of Higher Education and the National Center for Education Statistics. The project will initiate a system that enhances the effectiveness and efficiency of the Higher Education General Information Survey through the development of a decentralized regional collection, processing and reporting system on an interstate cooperative basis.

Educational Information Centers

The commission's educational information center (EIC) program is now in its second year of operation. It consists of the New Hampshire learning line, a statewide toll free WATS line providing information and referral services, and five educational information centers strategically located throughout the state to provide individualized counseling and guidance. By the end of the second year of operation approximately 10,000 New Hampshire residents will have been served by this program. The evaluation of the learning line after its first nine months of operation indicated that 40 percent of the individuals who utilized the learning line subsequently enrolled in postsecondary education courses.

NEW JERSEY

Department of Higher Education
225 West State Street
Trenton, New Jersey 08625
T. Edward Hollander, Chancellor

Statewide Plan

A first draft of the "1980 New Jersey Education Statewide Plan" was distributed for comment among the higher education community in December 1979. The planning issues included boundaries for admission

among the various sectors, improved program offerings, graduate education, the interface between elementary/secondary and higher education, student facilities and services, libraries, facilities planning, urban education, adult and continuing education, vocational education, increased access to higher education, strengthening faculty resources, computer facilities and data processing services and increased accountability. The planning process was conducted through a series of task forces and councils composed of representatives of the academic institutions, faculty, students and other relevant groups. A second draft was circulated in June 1980 and public hearings were held in September 1980. The final draft of the statewide plan was scheduled for review by the board in November 1980 with individual institutional plans scheduled for completion the following month.

Basic Skills

The five cities project is intended to improve the teaching of basic skills in urban secondary schools. The effort involves state college faculty working with the faculty of urban high schools to strengthen curricula and teaching approaches. The program emphasizes students who are college bound and those basic academic skills required for success at the college level.

Basic Skills Placement Test

In response to a decree that all New Jersey public colleges test their incoming freshmen for possible deficiencies in reading, writing and quantitative skills, the department's basic skills council annually administers the New Jersey college basic skills placement test on a rolling basis throughout the year. The test, which includes an holistically scored student essay, may be administered only after a student has been admitted to the college, and the results are used to place students in appropriate courses. Among the more than 60,000 freshmen entering college each year, the test has identified large numbers of students with deficiencies in basic skills. The Board of Higher Education receives annual reports on the basic skills proficiencies of entering college students, the character and effectiveness of college remedial programs and the basic skills test results for all New Jersey high schools with 10 or more students tested. The Department of Higher Education is currently working in cooperation with the Department of Education to improve the effectiveness of basic skills instruction in New Jersey, in the elementary and secondary grades as well as in college.

Health Education for Disadvantaged Students

The Department of Higher Education has awarded grants to two institutions, Montclair State College and Seton Hall University, for special pilot programs to prepare disadvantaged New Jersey students for entry into medical or dental schools. The objective of the programs, which lead to baccalaureate degrees, is to seek out high school students of high potentiality but with limited past opportunities and provide them with the means to compete effectively with their peers in gaining admission into professional schools. Each institution will receive a total of $250,000 over five and one-half years to support the administration of the programs and special academic and counseling services. The first classes began in September 1979.

Dietetics Training Demonstration Project

The department, in cooperation with one of the state's two-year county colleges, has embarked upon a demonstration career ladder training project in the field of dietetics. Resulting from a year-long study to investigate the feasibility of providing work-study education opportunities in allied health occupations, the project is designed to promote career mobility for disadvantaged and unemployed persons. The pilot project is currently providing classroom instruction and paid work experience to 15 trainees in the entry-level occupation of dietary assisting, with future options for advanced education as dietetic technicians and dietitians. A similar approach in the field of physical therapy is being developed.

Medical Residency Program

The graduate medical education program, enacted in 1978, is designed to provide a rational range-planning mechanism for residency training in New Jersey and to expand the number and strengthen the quality of primary care graduate medical education opportunities in the state. Through the awarding of competitive grants-in-aid to public and private nonprofit hospitals, the program provides seed money for the planning and implementation of innovations in residency training. To date, a total of $330,600 has been awarded to 9 hospitals throughout New Jersey to strengthen existing residency programs and to establish or expand programs to train an additional 100 primary care physician residents. It is anticipated that, when fully operational, the grant program will include approximately 33 hospitals with grant awards totaling nearly $1.5 million annually. In addition, a statewide master plan for graduate medical education will be published in the near future.

Physician/Dentist Loan Redemption

Legislation was passed in January 1980 creating the New Jersey physician-dentist loan redemption program. Similar in intent to the National Health Service Corps, the program provides for the redemption of up to 85 percent of the education indebtedness of medical and dental graduates of New Jersey institutions who agree to practice for up to three years in underserved areas, facilities and institutions in the state. The first participants entered the program to practice in the summer of 1980. When fully operational the program could include as many as 135 physicians and dentists.

Nursing Manpower Study

The Department of Higher Education recently completed a comprehensive study of the nursing manpower needs of New Jersey. The findings indicate that a shortage of nurses, amounting to approximately 5 percent of the state's nursing labor force, currently exists in acute and long-term care facilities. Projections to 1990 indicate that over the coming decade there will be a growing overall surplus of nurses in New Jersey, but that unless corrective measures are taken, hospitals and nursing homes will continue to experience shortages. Recommendations are made to initiate broad cooperative efforts among education programs, employing institutions, professional associations and state coordinating agencies to seek solutions to the nurse manpower maldistribution problem identified in the report.

NEW MEXICO

Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico 87503
Donald S. Stuart, Executive Secretary

Appropriations

The 1980 session of the New Mexico legislature increased state support for higher education by 14.6 percent. Included in the calculated increase was provision for 12 percent salary increases. Approximately $22 million was appropriated for capital outlay projects.

Change in Board Terms

Two major concerns about the Board of Educational Finance surfaced during the legislative session. Based on the perception that long-term membership on the board resulted in too close a relationship with the institutions, membership on the board was limited to one six-year term. Concern was also expressed about the failure of the board to produce a statewide master plan for postsecondary education. It is anticipated that statewide master planning will be a primary effort during the next two years. Problems that will be addressed include providing geographical access to

Statewide Master Plan

postsecondary education in a large, sparsely populated state, maintaining quality programs at the same time enrollment projections are decreasing and developing and maintaining an appropriate funding mechanism considering enrollment prospects and economic forecasts for the 1980s.

Enrollments

Statewide, the enrollment levels remained practically constant, although there was considerable fluctuation among the institutions. Enrollment at the independent colleges continued to decrease, while a slight increase was experienced at the public two-year and four-year institutions. The 1979 high school graduating class was the largest in history in New Mexico. It is projected that the number of high school graduates will decrease gradually until 1982 when a sharp decline will occur. The high school graduating class of 1986 is estimated to be only 78 percent of the peak year, 1979. This significant decrease in traditional college age students must be taken into consideration in the statewide planning effort.

NEW YORK

Board of Regents
University of the State of New York
State Education Department
Albany, New York 12224
Dorothy G. Harrison-Blaney, Deputy Commissioner

Enrollments

In fall 1979 New York's public and independent colleges and universities enrolled over 613,192 full-time degree credit students, an increase of 1.4 percent from fall 1978. Full-time enrollment in the State University of New York (SUNY) increased this year by 2 percent in contrast to last year's decline of 0.5 percent. The City University of New York (CUNY) decreased by 1.4 percent as compared to the previous year's 5.8 percent decrease. Enrollment at the state's independent colleges and universities continued to increase, this year by 1.8 percent, while enrollment in proprietary schools increased 6.6 percent over 1978. Part-time enrollment continued last year's upward trend in three sectors — SUNY by 3 percent, independent by 1.6 percent and proprietary by 0.4 percent. Only CUNY declined in part-time enrollment, by 1.3 percent, a smaller decline than the preceding year's drop of 5 percent. While it now appears inevitable that there will be a significant decline in full-time undergraduate enrollment, projections of part-time undergraduate and both full-time and part-time graduate enrollment show a fairly stable pattern through 1990. These latter enrollments are difficult to project, however, both because of social factors and policy directions, including state student aid formulas, and uncertainties regarding ways in which postsecondary institutions will react to the changing conditions of the 1980s.

Statewide Plan

New York's statutory provisions for long-range planning in higher education require the regents to adopt a statewide plan for postsecondary education every four years. *The Regents Statewide Plan for the Development of Postsecondary Education, 1980,* was expected to be adopted and submitted to the governor and the legislature by November 1, 1980, as required by law, and is subject to the governor's approval. The plan will set an overall framework for postsecondary education — public, independent and proprietary — for the 1980s. It will redefine the mission of the whole postsecondary education system, establish overall goals to guide the efforts of the entire system, set measurable objectives to be achieved by 1990 and describe activities to further those objectives to be undertaken, between now and

1984, by state government, each sector and individual institutions. The plan will also set enrollment goals for the two public university systems (SUNY and CUNY), the independent sector and the degree-granting proprietary sector through the fall of 1988 that are based on achievement of the stated objectives. The statewide plan will include the master plans of the state and city universities and the consolidated master plan of the independent sector to the extent they are approved by the regents. In developing their statewide plan, a process that began early in 1979, the regents have consulted widely and repeatedly with the sectors of postsecondary education and with persons from other levels of education and from business and industry in New York State.

Institutional Goals and Master Plans

As of June 1980 funds appropriated for postsecondary education in fiscal year 1980-81 were $1.752 billion, an increase of 6 percent over fiscal 1979-80. This does not include funds that may be provided in the supplemental budget. The major increases in appropriations were for SUNY ($80 million), state aid to CUNY senior colleges ($21 million) for which the state currently supplies slightly more than 80 percent of the operating budget, and aid to nonpublic institutions, the so-called Bundy Aid, ($17 million). While demands of debt service for SUNY continued to rise, reaching $178 million, income funds used to meet debt service were expected to increase by approximately $5 million as a result of a $150 increase in room and board fees.

Appropriations

The appropriation for the tuition assistance program (TAP) is $244 million, and represents an apparent decrease of $9 million. However, the actual funding level is expected to be approximately $225.3 million and will be met by applying an available surplus from the 1979-80 appropriation. The appropriations for scholarships and opportunity programs for 1980-81 remain almost unchanged from 1979-80.

Student Aid

In April 1980 the Board of Regents adopted amendments to the regulations of the Commissioner of Education aimed at maintaining quality and encouraging the effective use of resources in New York's colleges and universities. The new regulations, which were the subject of extensive public discussion for eight months, concern the standards for approval of collegiate programs, planning for off-campus instruction and student eligibility for state financial assistance.

New Regulations:

The regulations concerning registration of postsecondary programs set standards of quality for the state's 250 degree-granting institutions, including public and independent colleges and universities and some proprietary schools. Approval by the State Education Department is required for every program of study leading to a degree or licensure in a profession and serves as one basis for determing eligibility for TAP and other state student financial aid. The new regulations maintain the emphasis that the previous regulations placed on providing adequate resources to support academic programs — particularly on the central role of a stable body of academically qualified faculty to teach and direct each program of study. As before, the regulations require at least one-half of the faculty in each division of the college to be full-time at the institution. They also continue the provision for exceptions to any of the program registration standards, with the prior approval of the commissioner, to allow for flexibility and for experimentation. In addition, the new regulations require degree-granting proprietary schools to meet collegiate standards for all their programs, including those that culminate in a certificate or diploma and are not creditable toward a degree. Another new regulation concerns the large number of underprepared

1) Institutional Authorization and Standards of Quality

students who are now admitted to colleges and who must acquire precollegiate skills in college before beginning the normal undergraduate curriculum. While the regents continue to support broad access to college, the new regulations seek to protect the integrity of the degree by specifying that colleges may only offer credit toward a degree for college-level work.

2) Off-campus Program Quality

The regulations concerning off-campus instruction protect academic quality in the rapidly developing network of "extension centers," where colleges offer courses at locations other than their main campuses for the convenience of students. Colleges are now specifically required to provide adequate academic support services, such as libraries, laboratories and counseling wherever they offer courses as part of a registered curriculum. Up to now, there has been little coordinated planning for the extension centers or review of the instruction services they provide. The new regulations bring this important activity into the mainstream of planning for higher education by requiring institutions to notify the education department of all instruction offered for credit at off-campus locations and by assessing the need for these courses.

3) Student Aid Eligibility

The third part of the package adopted by the regents promotes academic quality and the efficient allocation of resources by revising the regulations governing the state's financial aid programs. The new financial aid regulations clarify the meaning of good academic standing and progress toward a degree for purposes of maintaining student eligibility for aid. Students must complete most of the course work they undertake each term and must be making progress toward a degree in order to maintain eligibility. The standards for measuring this progress are to be set by the colleges, but they must include minimum grade point averages and credit accumulations. Another important provision of the new financial aid regulations insures that students enrolled full-time in programs that operate on a nontraditional calendar will continue to be eligible for state financial assistance.

NORTH CAROLINA

University of North Carolina
General Administration
P.O. Box 2688
Chapel Hill, North Carolina 27514
William C. Friday, President

Program Approval

Between July 1, 1979, and June 30, 1980, 10 new programs were approved by the Board of Governors for establishment, six of which were baccalaureate and four master's. Two programs were discontinued (one baccalaureate and one master's) and planning authorization has been given to six master's degree programs. An evening program at the school of law at North Carolina Central University was authorized by the board.

New Graduate Center

In 1977 the Board of Governors authorized the establishment of the Fayetteville Graduate Center. The center offers inservice programs at the master's level for public school teachers and administrators in the Fayetteville and Cumberland County schools. This venture has been a cooperative one among three institutions — Fayetteville State University, East Carolina University and the University of North Carolina at Chapel Hill. In July 1979 the planning committee of the Board of Governors approved a tentative schedule for the transfer of the master's degree programs offered at the center by East Carolina University and the University of North Carolina at

Chapel Hill to Fayetteville State University. The feasibility of establishing similar graduate centers at Elizabeth City State University and Winston-Salem State University is currently being studied.

Long-Range Planning, 1978-1983, adopted by the board on December 9, 1978, called for a biennial revision of the long-range plan. In January 1980 the president issued an administrative memorandum which provided instructions and guidelines for the revision of the long-range plan in 1980. The 1980 revision reflects the findings of several special planning activities and studies including (1) a review of the policies and procedures for extension instruction; (2) a review of the master plan for nursing education; (3) a review and evaluation of programs in the academic discipline divisions of home economics, industrial arts and technical education, and public affairs and services; (4) a report on follow-up surveys of the graduates of 1974 and 1979; and (5) the results of feasibility studies for establishing graduate centers at Winston-Salem and Elizabeth City State Universities.

Long-range Plan

All of the 16 constituent institutions of the University of North Carolina have submitted five-year institutional plans to the president's office, and these plans are currently being evaluated in light of the mission assigned to each institution. Several of the institutions have proposed changes in their institutional mission and/or administrative organization. These will be examined and considered before *Long-Range Planning, 1980-1985* goes to the Board of Governors for final approval. Some of the institutions have requested authorization to plan new degree programs, to establish new degree programs or to discontinue degree programs. The status of these programs will be considered and reported and enrollment projections for each constituent institution for the next five years will be made, after appropriate consultation with the individual chancellors.

Institutional Plans

Construction has begun on the new school of veterinary medicine at North Carolina State University at Raleigh and a dean for the school has been named. The first class of students to be admitted is slated for fall 1981. The 1979 session of the legislature authorized establishment of the University of North Carolina center for public television. A director for the new center was selected by the Board of Governors in January 1980, and trustees and center were established effective May 1, 1980. The functions of the center, through itself or agencies with whom it may contract, are to provide research, development and production of noncommercial educational television programming and program materials; distribution of noncommercial television programming through the broadcast facilities licensed to the University of North Carolina; and otherwise to enhance the uses of television for public purposes.

New Veterinary School

New Public Television Center

Joint planning continued during 1979-80 between the Board of Governors and the State Board of Education toward revision of teacher certification procedures and procedures for approving teacher education programs at institutions of higher education in North Carolina. A liaison committee composed of 13 representatives of higher and public education oversees the planning efforts. The liaison committee has 5 task groups, each comprised of 25-30 persons who are working to detail a proposal to be submitted to both boards during 1980-81. The teacher education review which began in 1976 is still in progress. Of the 500 teacher education programs reviewed, some 377 have been continued as strong or satisfactory, 69 are still being reviewed and 54 have been discontinued.

Teacher Education and Certification

Pursuant to *Long-Range Planning, 1978-83*, the University of North Carolina

Faculty Leave

developed a program under which certain senior faculty members were given a year's leave of absence to work with state agencies. The program was put into effect in 1980 with the selection of three public service fellows.

New State Community College Board

The 1979 general assembly created the State Board of Community Colleges and Technical Institutes and, effective January 1, 1981, full authority for the government of the community college system will shift from the State Board of Education to that new board. The new board will consist of 19 members — the lieutenant governor and the state treasurer, who will serve ex officio; 1 person appointed by the governor from each of 6 community college trustee association regions defined in the statute; 4 people appointed by the governor from the state at large; and 7 persons selected at large by the legislature through joint resolution and appointed by the governor. All appointments shall be for staggered terms of from 1 to 5 years and all subsequent regular terms shall be for 6 years. No person may be appointed to more than two 6-year terms in succession. The board will elect its chairman and other officers annually from its membership. Officers and employees of the state and of the community college institutions and their spouses may not serve on the new state board, save for the two designated ex officio members. The governor's 10 appointees to the board will be subject to confirmation by both legislative houses.

The State Board of Community Colleges and Technical Institutes is authorized to establish a State Department of Community Colleges and to adopt and administer necessary policies, regulations and standards for the establishment and operation of that department. The board also elects the president of the state system, who is the chief administrative officer of the department. Provision is also made for the staff of the department and an advisory council to the board is prescribed. The only function clearly assigned to the board in the interim period from July 1 to December 31, 1980, is to adopt regulations, "but no such regulation shall become effective prior to January 1, 1981." The state board apparently was intended to function in a planning role during the latter half of 1980, with assumption of full governing authority on January 1, 1981.

Legislation:

The stated purposes of the second or "short" 1979 session were to review the appropriations made for the fiscal year 1980-81, to dispose of certain issues carried over from the first session and to deal with other matters as prescribed in the 1979 adjournment resolution. The budget changes required by far the greatest amount of time and were of the greatest concern to the University of North Carolina. Three actions in this area are noteworthy. First, very substantial sums already appropriated to the university for current operations and capital improvements in the second year of the biennium were reaffirmed. Of similar importance are the 10 percent "legislative" salary raise and the increase (from 1.9 percent to 5 percent) in the appropriation to the board for additional salary increases for academic personnel to be granted on the basis of merit. The third action in the budget area is the increase (from 50 percent to 70 percent) in the amount of overhead receipts that may be retained by the campuses of the university. This change is certain to act as a stimulus to the research activities generating these funds, and will be of considerable current and long-range significance to the university and to society in general.

1) Appropriations Affirmed

2) Salary Increases

3) Overhead Receipts Limits

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NORTH DAKOTA

State Board of Higher Education
State Capitol Building
Bismarck, North Dakota 58501
Kent G. Alm, Commissioner

Student Records Study

A student records project, commissioned in 1978 by the State Board of Higher Education, is studying and documenting the student information areas of admissions, registration, financial aids and student records. The intention was to develop and implement a centralized uniform student information system as directed by the board. Included in the scope of the project was a conceptual design of the system, a plan to implement the system and a cost/benefit analysis of the proposed system.

Demographic Study

A demographic study was conducted during 1980 for the period 1979-80 through 1992-93. The overall result was a prediction of a gradual decline in enrollment throughout this period with some institutions faring better than others. The results of this study will be relied on heavily when budgets are considered during the 1981 legislative session.

Staff Development

In recent bienniums there have been no funds appropriated for staff development. Such developmental leaves as have been granted have, therefore, been funded from nonstate sources. This year a concerted effort has been made to obtain such funding from previously untapped sources. The results have been encouraging.

Proposed Four-year Medical School

Until four years ago North Dakota offered only two years of medical training. In 1975 the North Dakota Legislature authorized the establishment of a four-year school. This authority was granted, after an indepth study by outside consultants, on the premise that the third year would be offered out-of-state. Accordingly agreements were entered into with the University of Minnesota and Mayo Clinic. The students returned to North Dakota for the fourth year, which was offered through four area health education centers located in the major cities of the state. Another study by a medical consultant has recommended that the four-year school could be strengthened further by offering all four years of medical training within the state. A legislative committee studying health needs has voted unanimously to present this proposal to the 1981 legislature.

Handicapped Access

The 1979 legislature appropriated substantially less funding for access for the handicapped than had been determined to be necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973. Therefore, a systemwide policy for allocating those funds was established. Funding for the next phase will be sought at the 1981 legislative session.

Current Projects

Projects under way include (1) long-range planning involving all eight institutions in the system, (2) evaluation of presidents, (3) plans for reappraisal of all buildings on the eight campuses and (4) consideration of loss of income and disability insurance for institutions and board.

OHIO

Board of Regents
3600 State Office Tower
30 East Broad Street
Columbus, Ohio 43215
Edward Q. Moulton, Chancellor

Statewide Planning

During 1979-80 the work program of the Board of Regents focused on planning for the 1980s. Major programs included a series of nine consultative reports undertaken by the management studies task force, year-long institutional consultants related to budget subsidy formula revisions, coordination and funding of major energy conservation and research projects and several activities directed toward access for both traditional-age and adult learners. Continuing priorities included program review, student assistance, area health education centers and lifelong learning.

New Branch Campus

Enrollments

Private College Changes

Ohio's state-assisted college and university campuses expanded to 65 with the addition of the Ironton Branch of Ohio University. Fall 1979 headcount enrollments in the public sector climbed to 364,893 students, a 3 percent increase over fall 1978. 65.6 percent of these students attended senior institutions while 34.4 percent enrolled at two-year campuses. Independent colleges in Ohio, certified by the regents, remained constant in number with the addition of the Art Academy of Cincinnati as a baccalaureate institution and the merger of Edgecliff College with Xavier University. Independent college enrollments in fall 1979 increased approximately 2 percent to 101,000 students. The higher education system in Ohio is expected to remain relatively stable for another year or two before being affected by the impact of declining high school graduates.

Management Studies Task Force

Under the mandate of the legislature, the regents appointed a management studies task force to assess Ohio college and universities' effectiveness and ability to carry out their educational missions during the anticipated instability of the next 15 years. Nine consultative studies were undertaken, which focused on institutional and state-level program review, instructional budgeting practices, strategic planning for financial stability and flexibility, cost containment and management development. In the judgment of the consultants, all colleges and universities must take direct action to prepare themselves for change and/or reduced scale while increasing the diversity of programs and students to meet the needs of the changing market. The consultants also called upon institutions and the regents to establish program review systems, to monitor competition, to modify formulas for state assistance, to establish internal programs of cost containment, to improve managerial skills of academic administrators and to evaluate programs in light of internal budget considerations. The findings and recommendations of the management studies reports were shared widely to stimulate discussion and insure appropriate follow-up by regents, institutions and the general assembly.

Funding Formulas Study

During 1979-80 the Board of Regents initiated a broadly ranging restudy of the formulas of support through which Ohio provides operating funds for state-assisted colleges and universities. Three advisory committees variously representing colleges and universities, the state budget offices, the legislature and citizens considered how best to revamp the long-established, enrollment-based formulas. Principal concern of the consultations was how to assure a continued high quality of educational service during a time of adjustment to fundamental enrollment change. Committee recommendations were

combined with expenditure research derived from institutional data and the regents' uniform information system to develop patterns of reform through which workable budgets will emerge. A revised formula has been suggested, based on direct instructional costs (50 percent of budget), support costs (30 percent), selected student services (4 percent), library acquisition (3 percent) and plant costs (13 percent). This pattern of funding would uncouple certain fixed costs from the enrollment base and permit certain support services to reflect headcount rather than full-time equivalent enrollments. Discussions of the formula revision were expected to continue throughout the summer of 1980 as preparations are made for the 1981-83 operating budget recommendations for higher education.

Proposed Revised Formula

The Board of Regents continues to foster energy conservation on Ohio college and university campuses. Thirty-five percent savings in 1979-80 energy usage were predicted for higher education facilities included in the state-federal energy audit and conservation program. With three phases of the program completed, nearly 100 facilities on public and independent campuses show potential cost savings of nearly $3 million annually. When the program is fully implemented, total energy savings are expected to reach 5 trillion BTUs and $10 million annually.

Energy Conservation

The board also has worked closely with the state's higher education institutions and the Ohio Department of Energy to promote, coordinate, facilitate and evaluate energy research and to seek support and accept grants for energy research and development. The regents have approved the distribution of $2 million of state funds for a series of energy projects in the priority areas of coal research, energy conservation and alternate sources of energy.

Energy Research

To assist students in making appropriate college choices, the regents issued in 1979-80 two major publications for use by high school counselors, education information specialists, high school students and their parents. The *Handbook of Ohio Colleges and Universities* contains current information about 145 nonprofit undergraduate colleges and universities and diploma schools of nursing in Ohio whose programs have been certified by the regents. The publication details admissions requirements, major programs of study, enrollment characteristics, costs, financial assistance, housing availability, athletics and other special interest programs for each institution. A special feature of the *Handbook* is a summary of college student financial aid opportunities from federal, state, institutional and other sources. The regents' *Technical Education* brochure provides an inventory and description of technical training programs offered by Ohio's two-year campuses. This publication has been used effectively by the State Department of Economic and Community Development in attracting business and industry to Ohio.

Institutional Handbook

Technical Education

Student assistance programs continue to provide improved access to postsecondary opportunities in Ohio. The need-based instructional grant program distributed approximately $28.7 million in 1979-80 to 60,567 students attending public and independent colleges, proprietary schools and diploma schools of nursing. The academic scholarship program in its second year of implementation provided $1,000 scholarships to nearly 2,000 students based on outstanding academic achievement and ability. The National Guard scholarship program provided full tuition for 1,595 persons who enlisted or reenlisted in the Ohio National Guard for six years or longer.

Student Aid

The Ohio area health education centers program (AHEC) is a uniquely designed health professions education program that merges the resources and

Area Health Education Centers

cooperative efforts of Ohio's medical schools and the Board of Regents. In addition, dental, nursing, pharmacy and other health professions schools are participating in the statewide program. These education institutions have joined in a statewide endeavor to improve the distribution and retention of health professionals, to encourage a broadbased regional approach to health professions education and to promote primary health care. The goals of the AHEC program are to establish area health education centers throughout the state. These AHEC centers are community-based organizations, oriented to the needs of medically underserved populations. The prime purpose of an AHEC center is to coordinate education activities in community settings for health professions students.

Program Review

The regents continue to implement a formal five-year review procedure for technical programs. New technical degree proposals are evaluated in terms of placement opportunities for graduates, input from local advisory committees and provisions for a well-rounded curriculum. The technical programs are reexamined every fifth year by both the institution and regents' administration with specific recommendations for continuation, discontinuance or inactivation. New graduate degree proposals are also reviewed for quality of program, adequacy of instructional and financial resources and consideration of duplication with existing programs by an advisory committee. Consideration of periodic review of both baccalaureate and graduate offerings is being discussed in light of the management studies recommendation. Also a survey of off-campus and external degree programs is under way to assess the need for coordination of these offerings within regional boundaries.

Lifelong Learning

Educational Information Centers

The board maintains an advisory committee on lifelong learning to focus attention on expanded services to adults and to recommend state policies to support these expanded services. Surveys have been conducted to determine (1) the level of existing programs and resources for lifelong learning, (2) continuing education requirements of all licensed or registered professions and (3) the needs of adult learners. The board also maintains an advisory committee on educational information centers to assist in the development of delivery mechanisms for information and counseling services for adults and to foster cooperation among agencies, education institutions and community groups involved in this information process. A new emphasis for lifelong learning that emerged in 1979-80 was the linkage of higher education resources with the needs of business and industry. A conference on human resources development in spring 1980 brought together representatives of Ohio's academic community, state and local government, labor and business and industry to focus on a common objective of providing productive and rewarding experiences for Ohio's work force.

OKLAHOMA

State Regents for Higher Education
500 Education Building
State Capitol Complex
Oklahoma City, Oklahoma 73105
E. T. Dunlap, Chancellor

Operating Budgets

The State Regents for Higher Education allocated $345,838,906 for the educational and general operating budgets of the State System of Higher Education for 1980-81. Included in the total is an increase in state-appropriated funds of $42 million over the amount appropriated for 1979-80, and $74,658,335 in revolving funds reflecting an estimated increase of $5.6

million from adjustments in fees and tuition that went into effect at the beginning of the 1980 fall term. With the amount of anticipated revolving funds added to the state-appropriated funds, the 1980-81 state system budget will approach the full needs recommendation made by the state regents to the legislature and will enable state system institutions for the first time to increase faculty salary averages to the regents' standards.

Operating Expenditures

During the fiscal year 1978-79, Oklahoma's 26 state-supported colleges and universities spent a total of $336,148,393 for all current operating purposes. This was an increase of $29,520,844 or 9.6 percent over 1977-78. Educational and general income was reported at $199,510,804 for all 26 institutions for 1978-79, an increase of 10.3 percent over what was reported the previous year. The state regents allocated $23 million in capital funds for maintenance and repair of buildings on state system campuses and selected new construction projects in 1979-80. The funds were made available by the 1979 legislature as the first phase of a three-year capital improvements program.

Income

Facilities

Tuition and Fees

The state regents adopted a revised schedule of fees and tuition for students enrolled in the state system, reflecting fee and tuition revisions passed by the 1980 legislature. The revisions provide for approximate increases of 10 percent in general enrollment fees and 15 percent in nonresident tuition. The revised fees will go into effect with the beginning of the 1980 fall semester.

Enrollments

1979 fall-term enrollment in public colleges and universities increased 3.1 percent over the fall enrollment of 1978. State system institutions enrolled a total of 134,406 students for the fall term of 1979, compared with 130,346 in 1978. Full-time equivalent (FTE) enrollment in the state system for the fall was 99,094, compared with 97,214 for the fall of 1978. 1980 spring-term enrollment for state system colleges and universities increased by 4.7 percent over the spring term of 1979. FTE enrollment in the state system for the 1980 spring semester totaled 91,478, an increase of 2.4 percent over the spring of 1979. The 1980 spring-term head count reached 124,700 at the 27 public colleges and universities. During the past five years (1974-79) the number of women enrolled in state system colleges and universities increased by 44.7 percent, compared with an increase of only 5.3 percent for men.

Degrees Awarded

Oklahoma public colleges and universities conferred a total of 17,995 academic degrees during the 1978-79 fiscal year. The number of degrees conferred at public institutions decreased by 100 from those conferred the previous year. Bachelor's degrees and doctor's degrees showed the only gains over the previous year. Bachelor's degrees rose 166 from 10,158 to 10,324, an increase of 1.6 percent. Doctor's degrees rose 33 from 362 in 1977-78 to 395 in 1978-79, an increase of 9.1 percent. Master's degrees showed the largest decline, dropping from 3,306 in 1977-78 to 3,092 in 1978-79. Associate degrees declined in 1978-79 by 2.1 percent from the previous year and first professional degrees declined by 1.2 percent for the same period.

Student Aid

Oklahoma public colleges and universities awarded a total of $1,689,489.31 in fee waiver scholarships to 6,917 students in 1978-79, operating under the state regents' fee waiver scholarship program. The 1978-79 figures show an increase of 874 students participating in the program, a 12.6 percent increase over 1977-78. The dollar amount grew by $157,211.50 over the previous year, an increase of 9.3 percent. Under the regents' policy, the scholarships may be awarded by each public institution in an amount up to 1 percent of the previous year's education budget. At least half of the scholarships are to

be awarded based on financial need, and they are to be apportioned by academic discipline, as well as level of study and student classification. The Oklahoma tuition aid grant program provided 7,872 college students with grants totaling $1,846,148 in 1978-79. This program is funded with state appropriations matched equally with federal funds provided under the State Student Incentive Grant Program.

Minority Student Aid

The state regents made 40 awards for 1979-80 under their minority student assistance programs. Twelve of the awards were doctoral student grants amounting up to $5,000 each to students who complete 30 credit hours in the school year toward their doctoral degrees. Fifteen students were awarded graduate assistantships to assist in study for the master's degree, and 13 professional study grants were made to minority students admitted to professional schools for their first year of study. The study grants are intended to aid minority professional students in financing the first year of their professional training, following which they are usually able to qualify for other programs of financial assistance. The doctoral study grants and graduate assistantships are intended to increase the supply of qualified minority college-level teachers available for employment in Oklahoma.

Technical Programs

Institutions in the Oklahoma State System of Higher Education operated 416 technical programs in 1978-79, with an estimated FTE enrollment of 18,107. According to an inventory of these programs conducted by the regents, a total of $36.5 million was budgeted for the operation of collegiate-level technical education programs for 1979-80. The number of programs is up 7 from the previous year's total of 409.

Medical Education Study

The state regents published a staff study *The Status of Medical Education in Oklahoma* in February 1980. The regents adopted seven new policy recommendations as a result of this study dealing with the number of first-year medical students in the state, the governance of the Oklahoma College of Osteopathic Medicine and Surgery, the cooperative use of resources by public medical schools in Tulsa, a comprehensive review of the Tulsa Medical College branch program operation of the University of Oklahoma, a new effort to encourage interns and residents to enter the family-practice, primary-care facilities in the state, a revision of fees and tuition charges made to medical education students and a continuation of research and study of medical education.

New Governing Board

In response to a recommendation of the state regents, the 1980 legislature passed a bill authorizing the appointment of an independent governing board for the Oklahoma College of Osteopathic Medicine and Surgery in Tulsa. The new board will consist of seven regents to be appointed by the governor and confirmed by the senate, with one regent from each of six Congressional districts, and one at large. The law provides for no more than two from any one profession or occupation. The state regents have served as the governing board of the osteopathic college since its creation by the legislature in 1972.

Seminar on Planning for '80s

More than 250 governing board members and other representatives of higher education attended a seminar on great issues in higher education, jointly sponsored by the state regents and the Education Commission of the States' Inservice Education Program. The focus of the seminar, one of a series conducted over the past several years by the regents, was on "Planning for the 1980s," in preparation for publication of the Regents' *Plan for the '80's*, which is to provide the overall policy direction for the state system from 1980 through 1985.

C5

OREGON

Oregon Educational Coordinating Commission
495 State Street
Salem, Oregon 97310
T. K. Olson, Executive Director

Legislation and Budget Cuts

Because of a projected state budget deficit exceeding $200 million, the governor called the legislature into special session on August 4, 1980. State agencies, including education segments, are preparing budget cuts for 1980 of up to 30 percent, with restoration packages in 5 percent increments. The issue of whether the state basic school support fund should be reduced further than $12.5 million lost in federal revenue sharing is currently under discussion. The deficit is believed due to a decline in employment in the state's lumber and construction industries, resulting in lower income tax receipts.

(NOTE: A full report on 1979-80 activities, achievements, concerns and issues of Oregon's postsecondary education segment was not received.)

PENNSYLVANIA

State Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
Clayton L. Sommers, Commissioner for Higher Education

Regional Councils

Pennsylvania has eight voluntary and autonomous regional councils covering the state and recognized by the State Board of Education as the higher education planning and coordinating bodies for the regions. Three councils are incorporated and a fourth is in the process of incorporation. Because of insufficient funds, the number of councils with offices and staff was reduced to three. The house subcommittee on higher education requested a comprehensive program for visitations to institutions of higher education. Since the purpose of the visitations is to provide committee members with additional insight into higher education issues as they relate to the various regions, the program was coordinated through the councils. Three regional visitations were completed in 1979-80. With loss of staff, council activity has decreased in three regions. In three others, however, cooperative planning and programming have reached new heights.

Legislative Institutional Visits

Teacher Education and Certification

The Pennsylvania Department of Education has launched a program to prepare "better" teachers for "better" schools. The plan for a process to redesign professional education and certification began in December 1979 and is scheduled for completion in May 1981. The major goal of this study is to help improve the quality of education of children by improving the quality of education and certification for all preservice, induction and inservice personnel. The process includes the organization of advisory groups, collection and analysis of data, conducting public seminars, establishment of a critical review committee and conducting public hearings on proposed changes to be made in preparation programs and certification processes.

Although Pennsylvania in 1978-79 became the first state to modify its state grant application process in order to have the application serve the dual purpose of gathering both federal Basic Educational Opportunity Grants

Revised Student Aid Application Form

(BEOG) and state grant data, the application form initially used was a very lengthy and complicated form consisting of four pages covering nearly 100 items. This year, however, the Higher Education Assistance Agency (PHEAA) took a major step toward simplification of the financial aid process by reducing its composite application form from four pages to two pages and cutting in half the number of items previously carried on the form. This involved substantial changes to the state grant system, including moving to the use of the same year base income as BEOG and the uniform methodology. Previously PHEAA had used income from a year earlier than other financial aid programs in order to insure the availability of the relevant data when accessing the state's income tax records. The substantial reduction in both the length and complexity of the form, first used during 1979-80 to gather data for use in making state grant awards for the 1980-81 academic year, has been warmly received by high school counselors, financial aid officers and the public in general.

Student Loans

Student borrowing under the PHEAA-administered guaranteed student loan program for the 1979-80 academic year reached an all-time high. The volume of new loans guaranteed increased to $338.6 million as compared to $244.7 million in 1978-79, the number of loans guaranteed increased from 123,373 to 165,373, and the average loan guaranty increased from $1,983 to $2,047. These figures represent a 38 percent increase in the value of loans and a 34 percent increase in the number of loans. This continued growth results from increased school costs and students enrolling in school to gain job skills to improve their employability based on changing job market needs. It also reflects the increased willingness of commercial lenders to give guaranteed student loans in the face of tighter controls on other types of credit and continued availability of loans to all income groups because of the 1978 elimination of the $25,000 income ceiling previously used to determine the borrower's eligibility for federal subsidization of the interest on such loans.

Wire Transfer of Student Aid Funds

It is believed that PHEAA, through an arrangement with Mellon Bank in Pittsburgh and with the cooperation of the state treasury, has become the first agency anywhere in the United States (commercial or governmental) to implement wire transfer of funds via electronic data transmission from computer to computer. The transmission is from PHEAA's computer in Harrisburg to Mellon Bank's computer in Pittsburgh and the funds transferred are financial aid monies administered by PHEAA. The use of wire transfer instead of the traditional check process provides a more efficient way of disbursing funds. It eliminates mail delivery time, local handling, delays caused by weather, weekend and holiday time losses and the cost of direct pickup by officials. It provides for better and easier security control and insures better cash flow management. There are presently over 200 Pennsylvania colleges and universities whose state grant funds are wire transferred each term under this procedure. The money transferred in this fashion amounts to over $70 million annually. Plans are to include additional colleges next year, including some of the larger out-of-state schools. PHEAA has also started to use wire transfer procedures for paying lending institutions for defaulted loan claims.

Student Loan Defaults and Collection

Two important new tools have been made available to PHEAA to aid in the collection of defaulted student loans. A legislative act enables PHEAA to garnish up to 10 percent of a loan defaulter's wages. The agency's experience with this law has been that when the student is notified of the agency's ability to garnish wages, that provides sufficient incentive to the student, in most cases, to begin making payments directly to PHEAA. In cases where

the student continues to ignore the loan obligation, legal action is initiated by PHEAA and the student's wages are garnished.

The second collection tool (Act 308) requires that state employees with student loans must keep payments current or face dismissal from state service. Again, when state workers are advised of the provisions of this act, the vast majority comply by establishing and maintaining satisfactory repayment schedules on their student loans. Voluntary payroll deduction of loan payments from the student's payroll check has helped to keep these accounts in satisfactory standing. If a state employee ignores the provisions of the law and does not maintain a satisfactory payment record on the student loan, the employee is terminated from state service.

Computerized Aid Information

The PHEAA Pittsburgh and Philadelphia regional offices have been equipped with remote visual display units tied to the agency's computer in Harrisburg. The terminals greatly enhance the ability of those regional offices to communicate with the lenders and financial aid officers at the schools that are also a part of the PHEAA remote terminal network. The need for written correspondence has been reduced, faster response to inquiries has been achieved, and the need to communicate via the telephone has been reduced.

Student Aid Audit and Investigation

PHEAA, following enactment of enabling legislation by the legislature, established an audit and investigation unit, which, among other responsibilities, conducts audits, or "program reviews," of records maintained by education institutions participating in PHEAA-administered federal and state education programs. The legislation also provided the necessary authority to investigate and criminally or civilly prosecute borrowers who misuse their guaranteed student loan proceeds. The program has been an effective tool to insure compliance with prescribed procedures and to better protect taxpayers' monies and has also assisted PHEAA in developing parameters and suggestions for publication of future rules and regulations. In 1979-80 PHEAA, under this same legislation, implemented a program of visiting and of examining appropriate records of lending institutions participating in the PHEAA-administered guaranteed student loan program. The purposes of the visits and reviews are to determine whether the lending institution is managing the loan program in accordance with federal and PHEAA rules, regulations, procedures, and guidelines and to offer expertise, assistance with policy interpretations, and guidance to aid the lender in administering the loan program.

Aid to Private

Institutional assistance continues to be provided through the institutional assistance grants program administered by PHEAA. The program provides grants to eligible independent nonprofit postsecondary institutions that do not receive direct state support. The appropriation for the program for 1979-80 was $13.4 million, the largest appropriation since the program began in 1974-75. The institutions participating in the program consist of 76 colleges and universities, 5 nonprofit postsecondary schools and 1 independent school of nursing. The state continues to provide direct support for 12 independent colleges and universities through general purpose line appropriations. The 1979-80 appropriations total $40.8 million.

RHODE ISLAND

Board of Regents for Education
199 Promenade Street
Providence, Rhode Island 02908
Arthur R. Pontarelli, Acting Commissioner

Program Review

The Board of Regents, the public institutions of higher education and the Commissioner of Education continued their cooperative efforts to review existing programs of instruction. A task force examined all degree programs to determine which were duplicative. A second level of review identified which of these programs should be evaluated by interinstitutional committees in order to increase cooperation, consider consolidation or plan for elimination. Programs being evaluated are in nursing, education, English, psychology, history, economics, speech communication and human services.

State Planning and Recommendations

These review activities were highlighted in the January 1980 planning document "Coordination of Public Higher Education in Rhode Island." That document outlined the historical development of public sector governance, reviewed cooperation and coordination between and among the institutions and identified the anticipated key issues for the 1980s. Each was accompanied by statements explaining how the regents, commissioner and presidents should act in order to resolve the issues. Those issues include the elimination of unnecessary duplication of programs, planned development of outreach centers and coordination of instruction activities in Providence. In each instance, a committee or task force has been established to follow through on the suggestions. Policies have been developed for some issues to guide the actions of these interinstitutional groups.

Articulation and Transfer

The regents have adopted a policy for program articulation and credit transfer between and among public postsecondary education institutions. The policy was developed cooperatively with the institutions under the direction of the commissioner. A transfer guide for students was prepared to assist advisors and students. It includes a listing of courses at the institutions and indicates which are considered by faculty to be equivalent. The regents asked that a study be conducted that would provide them with the procedures for analyses of faculty and administrative staff workloads. The regents were directed by law to approve institutions' tables of organization. That responsibility relates to the need for a greater understanding of faculty and staff workload.

Faculty/Staff Workloads

Title I

The Rhode Island Postsecondary Education Commission is responsible for the administration of Title I (community service and continuing education) and Title IV (educational information centers — EIC). The commission was represented regionally and nationally in testimony for the 1980 federal reauthorization of the Higher Education Act. Commission staff participated on the federal relations committees of two national organizations. Title I funds were utilized to their maximum advantage through a competitive grant process directed by the governor-appointed advisory council. An annual grant-writing workshop precedes the request-for-proposals so that all institutions and community organizations may become familiar with Title I priorities and objectives in Rhode Island. The Rhode Island educational information centers program (EIC) is the principal communications broker for over 150 agencies, schools, colleges and individuals who have responsibilities for providing clients with postsecondary education information. EIC has a contractual relationship with the state's occupational information coordinating committee that permits, among other services, a telephone career

Educational Information Centers

counseling service. EIC also works closely with the major providers of service directories — the Comprehensive Employment and Training Act (CETA), the governor's special grants office and the educational opportunity center. EIC newsletters enabled information providers to communicate regularly. Workshops are held for training in counseling and statewide conferences are designed to bring together the individuals in Rhode Island who work directly with clients seeking information and guidance.

SOUTH CAROLINA

Commission on Higher Education
1429 Senate Street, Suite 1104
Columbia, South Carolina 29201
Howard R. Boozer, Executive Director

Appropriations

The 1980-81 appropriation for the public senior colleges and universities totaled $257.5 million, a 7.2 percent increase over 1979-80. The commission's recommendation, based primarily on an appropriation formula developed with the institutions, totaled $277.9 million, an increase of 15.7 percent over 1979-80. $71.3 million in state capital improvement bonds was approved for permanent improvements at the public colleges and universities. The bonds, which are a general obligation of the state, cannot be sold until the State Budget and Control Board, in consultation with the Joint Legislative Bond Committee, determines that the money market situation has "stabilized" to the point where bonds "can be marketed successfully at reasonable rates of interest." The governor vetoed 16 higher education projects in the bond bill and the General Assembly overrode 2 vetoes and sustained 14.

Capital Bonds

Master Plan

The enabling statute for the Commission on Higher Education mandated that the commission prepare a master plan for public higher education to be presented within a specified period of time to the legislature for approval. *The South Carolina Master Plan for Higher Education* of December 1979 was transmitted to the general assembly on February 7, 1980. A joint resolution, adopted on April 2, 1980, approved the "principles" embodied in the *Master Plan* without embracing the specific legislative recommendations contained therein.

Student Aid

For the fiscal year ending June 30, 1980, the tuition grants program awarded 7,634 grants totaling $10.59 million to residents attending approved independent colleges in South Carolina. Tuition grants included $825,000 in federal funds through the State Student Incentive Grant Program, which provided $48,000 in federal funds for students at in-state public colleges and universities. Through the state grants program, which provides awards to residents electing to go out of South Carolina for any degree program not offered in the state, grants totaling $67,420 were awarded to 162 students. The Student Loan Corporation, which administers the guaranteed loan program, made loans totaling $4 million for the fiscal year.

Institutional Authorization

The commission granted licenses to award degrees to three independent institutions, two of which are based in the state. The action brings to 11 the number of such licenses granted since legislation requiring it was adopted in 1978. The legislative endorsement of the *Master Plan* removed the statutory moratorium on approval of new programs in effect since March 1978. Programs approved following that action include two associate degree, seven baccalaureate, two masters and one doctoral. Several proposals, including a

New Programs Approved

doctoral program in statistics and a proposed energy research and development center, were deferred for further study.

Dental Education

The health education authority, the advisory committee to the Commission on Higher Education for health affairs, held a symposium on dental education in September 1979. Included among the topics were dental manpower in the state and the link with higher education, manpower perceptions of the dental association, state medical and dental scholarship programs, education programs in dentistry, dental training for auxiliary personnel, dental education in the school system and statewide health planning in dentistry. The proceedings of the symposium will be published.

Nursing Education

The statewide master planning committee for nursing education, which is advisory to the commission and the State Board of Nursing, has completed a detailed analysis with relevant surveys to determine the entry-level competencies required for one or more categories of nurses. The results of the analysis are being used in long-range planning for an education program that will respond to the need for various categories of nurses in a variety of settings throughout the state.

SOUTH DAKOTA

Board of Regents
Richard F. Kneip Building
Pierre, South Dakota 57501
Richard L. Bowen, Commissioner of Higher Education

Reorganization

In the 1980 legislative session considerable attention was focused on an executive order which was proposed as a part of an executive reorganization package. The executive order would have placed the public higher education system under the statutory control of the Secretary of Education and Cultural Affairs, a gubernatorial appointee serving at the pleasure of the governor. This would have created a constitutional provision giving control of public higher education to the Board of Regents. The legislature overturned the executive order early in the session.

Health Education Contracts

The legislature eliminated new funding for the purchase of dental and optometric slots and reduced the number of veterinary slots significantly. Its announced intention is to phase out all three programs over a four-year period so that all currently enrolled can graduate.

Collective Bargaining

The 1979-80 academic year was the first for the system under the collective bargaining contract. The first year was completed with considerable success and the reopeners for salary and fringe benefits resulted in agreement amendments in June 1980. Both the collective bargaining unit and management felt the first year was completed with a minimum of problems or confusion.

Facilities

The only major facility provisions passed in the 1980 session included: (1) phase II of remodeling and renovating an existing facility for telecommunications and speech and educational television facility at the University of South Dakota, Vermillion; (2) provision of an electric boiler at the University of South Dakota at Vermillion (for utility savings); (3) authorization of a study for physical education/activity centers at Northern State College and Black Hills State College.

Enrollments in the system increased slightly in the 1979-80 academic year

and sharply in the 1980 summer sessions. South Dakota School of Mines and Technology and Dakota State College registered the largest percentage gains of full-time equivalent students. New degree programs include an associate degree in respiration therapy at Dakota State College, and a master of public administration (option in health services administration) at the University of South Dakota in Vermillion.

Enrollments

New Programs

In July 1980 the Board of Regents spent two days studying long-range goals and planning and devising a plan setting specific objectives and time lines for achieving them. The board also studied the budgeting system and looked at more effective ways of analyzing budget information and reporting it to the regents.

Long-range Plan and Budgeting

TENNESSEE

Tennessee Higher Education Commission
501 Union Building, Suite 300
Nashville, Tennessee 37219
G. Wayne Brown, Executive Director

Fall 1979 headcount enrollments in Tennessee public higher education showed a slight overall increase of 2.9 percent over the previous year. The legislature approved a 7.2 percent increase in salaries for fiscal year 1980-81 compared to 7 percent in fiscal year 1979-80. Total appropriations for 24 higher education institutions are $338,165,700 compared to $321,020,800 in fiscal year 1979-80, a 5.3 percent increase. The legislature approved a total of $19,719,000 for capital projects and $6.2 million in major maintenance projects. For 1979-80 a statewide total of $1.5 million was provided to higher education for salary improvements in lieu of longevity payments at the rate of $30 per year. At that time it was stated that, should longevity be provided for faculty at a later date, these funds would be deducted from the longevity requirements in that it was *not* legislative or executive intent that faculty receive both faculty salary improvement and longevity. For 1980-81 faculty are eligible to receive longevity funds at the rate of $45 per year. However, in calculating longevity appropriations for faculty, one-half of the 1979-80 appropriation for faculty salaries was deducted from the total longevity requirements on a proportionate basis. $1.5 million has been appropriated for fiscal year 1980-81 for building renovations for handicapped students.

Enrollments

Salary Increases

Appropriations

The Higher Education Commission adopted the state's 1979-84 master plan in January 1979 and published copies of the two-volume document are available. Some recently adopted revisions have been incorporated into the plan. The commission has completed the development of a new statewide formula that will affect the state's universities, community colleges and technical institutes. Major changes included recognition of marginal costs, an instructional evaluation component, establishment of the goal of reaching the Southern Regional Education Board funding levels over the next five years, recognition of erosion of operating budgets in equipment replacement and revision of maintenance and operation of physical plant formula to recognize intensity of use and age of facilities. No major changes are anticipated for the formula for 1981-82.

Master Plan

New Formula Budgeting

Several studies are under way currently. The staff is developing a statewide computerized faculty information system that should be completed within a year. The commission is conducting a study of educational television in

New Studies

Tennessee at the request of the legislative and executive branches of state government. The report was presented at the July 1980 meeting of the Higher Education Commission. An off-campus programs study is under way and should be completed by the fall of 1980.

Regional Councils

Regional advisory councils have been established in four areas of the state. They are composed of legislators, presidents of public and independent institutions, directors of vocational-technical schools, governing board staff members, commission staff and citizens. Each council will prepare recommendations for the consideration of governing boards and the commission that will reduce likelihood of unnecessary duplication and broadly define institutional responsibility in areas where missions overlap. The first regional council (Knoxville) has completed its work and copies of agreements reached are available. The second council (Nashville) will complete its work in summer 1980. The third area council (Memphis) began the summer of 1980.

TEXAS

Coordinating Board
Texas College and University System
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Austin, Texas 78711
Kenneth H. Ashworth, Commissioner

Funding Increases

Expressing a firm commitment to quality in higher education, the Coordinating Board recommended substantial increases in funding for Texas colleges and universities in the upcoming biennium to help overcome the effects of inflation. Over the past decade legislative appropriations for higher education have failed to keep pace with inflation and the board felt that a significant effort to improve funding levels would be required to prevent institutions from losing further ground. As enrollments continued to

Long-range Plan

stabilize, development of a long-range plan for Texas higher education in the 1980s also was undertaken. Under the direction of a new chairman, the board initiated a number of steps to improve economy and efficiency in state-financed colleges. In addition, the governor established a Higher

New Management Councils

Education Management Effectiveness Council and Medical Education Management Effectiveness Council to study methods for eliminating waste and unnecessary duplication in public colleges and universities and medical schools.

Enrollments

Headcount enrollment in the state's 153 public and independent institutions of higher education totaled 661,481 in fall 1979, a 1.67 percent increase over the previous year. Sixty of those institutions — including 19 public senior colleges and 30 public community colleges — experienced declining enrollments. Modest growth occurred in the public and independent medical, dental and allied health schools, and the four campuses of the Texas State Technical Institute continued to present evidence of headcount enrollment increases. One new community college campus began operation in fall 1979.

Formula Funding

The formulas adopted by the Coordinating Board in January for the 1982-83 biennium would generate almost $500 million in new funds, with the recommended biennial formula funding totaling $2.02 billion for public junior and senior colleges. The formulas call for a 12.6 percent increase in funding levels for each year of the biennium and incorporate a 7.5 percent "catch-up" factor in fiscal year 1982 to offset losses in purchasing power the previous year. More than half of the senior college formula amounts are

designated for faculty salaries. A formula for campus security was included for the first time in Coordinating Board recommendations to the governor's budget office and legislative budget board. To further help offset the costs of keeping up with inflation, the board also recommended that higher tuition rates be set for students attending Texas public colleges and universities. The recommendation adopted by the board urged that none of the additional revenue from possible tuition increases be allocated for construction of campus facilities and called for at least a portion of the new monies to be dedicated to merit salary increases for faculty. No specific rates were recommended.

Campus Security

Tuition/Fees

A study conducted for the board in conjunction with the biennial formula recommendations found that recent levels of funding for faculty salaries and the purchase of books and other library materials had been seriously impaired by inflation. Faculty members have lost almost 15 percent of their purchasing power, and projections for 1980 indicate that the decline in purchasing power may be as high as 22 percent over an 11-year period. The study found that spending on books and other library materials also has undergone serious reductions in recent years to compensate for rising energy costs.

Faculty Salaries

Library Materials

Among the top priorities of the Coordinating Board was development of a statewide master plan for higher education. As a first step toward implementation of a long-range plan, the board in June heard reports from various sectors of the higher education community on the critical issues facing Texas colleges in the 1980s. In keeping with efforts to enhance coordination, the board in April endorsed policy guidelines for the systematic review of all existing degree programs in Texas public senior colleges and universities. The reviews will begin at the doctoral level, and specific guidelines and procedures have been adopted for that purpose. The general purpose of the assessment is to encourage periodic review and institutional self-assessment of academic programs to insure that quality is maintained. The evaluations also are intended to insure that program offerings are responsive to the needs and resources of the state, as well as being efficient and cost effective to deliver. Results of the program reviews will assist the institutions and the Coordinating Board in planning for the initiation, maintenance, consolidation or elimination of programs. Each program will be assessed in terms of its relationship to the role and mission of the university at which it is offered.

Master Plan

Program Review

As part of the continuing drive toward greater efficiency, the board in July 1979 adopted guidelines for the offering of small classes by public senior colleges and universities, as directed by the legislature. The guidelines allow institutions to offer small classes if they are required courses for graduation or courses in a newly established degree program. Small classes also may be justified on the basis of limited availability of laboratory or clinical facilities or size limitations due to accreditation or state licensing standards, among other criteria. Responding to institutional concern over the increasing need for remedial course offerings, the board also developed guidelines that permit state funding of certain remedial English courses at public senior colleges and universities.

Small Class Guidelines

Remedial English

During the past year, the board expressed increasing concern over spending for campus construction at a time of declining or leveling enrollments. In April a study paper was authorized that suggests the use of objective quantitative measures and standards as a tool in determining the need for new facilities. The methodology outlined in the study provides a basis for

Facilities Study

analyzing both the use of classroom and laboratory space and the need for additional space in quantifiable terms. A significant need was found for improvement in use of facilities in the state's public senior colleges. The report recommended improved use of existing buildings as an alternative to the construction of new facilities in response to future demands on space. The study further showed that an average of only 32 percent of the classrooms and about 24 percent of the laboratories were scheduled for use each hour from 8:00 a.m. to 10:00 p.m. Monday through Friday. Recommended standards call for use of 54 percent of the classrooms and 36 percent of the labs each hour.

Campus Construction Costs

The board in January endorsed guidelines for more effective monitoring of cost overruns on major campus construction. The new rules clarify and strengthen existing policy concerning emergency reviews of projects costing more than $500,000 when bids exceed estimates approved by the board. Funding of campus construction is expected to be a major issue when the legislature convenes in January 1981. The state ad valorem tax fund, dedicated to new construction on 17 publicly supported campuses, was, in effect, repealed last year when state lawmakers reduced assessments to .0001 percent of market value. The governor also has challenged the constitutionality of the tax on the basis of inequitable assessment procedures across the state.

Allied Health Education

In the area of health education, the board in April published a study paper suggesting guidelines for planning allied health education in Texas during the 1980s. The report includes a number of recommendations for action at both the institutional and statewide levels, addressing such concerns as proliferation of allied health education programs and disciplines, credentialing of personnel, career mobility, accreditation, continuing education and retraining.

Family Practice Residencies

The board continued to administer funds for a family practice residency training program that encourages new physicians to practice in rural or inner-city locations without adequate access to health care delivery systems. About $3.3 million has been awarded for the planning and operation of 22 family practice residency programs in the current fiscal year. The number of family practice resident positions in Texas now totals 319, an increase of 84 since state funding for the program was initiated in 1977. Some $26.3 million in fiscal year 1980 funds also was administered by the board to support the training of additional physicians and dentists at two independent institutions, Baylor College of Medicine and Baylor College of Dentistry.

Aid to Private Health Education

Institutional Authorization

Citing concern over the need for stricter monitoring of programs offered in Texas by out-of-state colleges, the Coordinating Board in October withdrew its designation of the Western Association of Schools and Colleges as a recognized accrediting agency in Texas. The board had earlier voted to require accrediting associations to monitor more effectively off-campus activities offered by their member institutions at Texas locations. The associations were told that failure to adequately supervise the satellite operations would result in the loss of their status as recognized accrediting bodies in Texas. The board's action affected three Texas branches of Pepperdine University, which then became subject to Coordinating Board standards governing certification of independent unaccredited degree-granting institutions in the state. Similar action had been proposed against the North Central Association of Colleges and Schools. However, the accrediting association last fall agreed to begin more effective monitoring of the off-campus operations in Texas by its member institutions. In a related

matter, the board in January said it would suspend temporarily the review for authority to operate in Texas of new independent unaccredited institutions that do not have established programs. The moratorium will allow the board to seek assistance from the attorney general in formulating policy for the evaluation of applications from individuals or groups requesting authority to set up new independent institutions in the state.

Student Aid Regulations

Quality standards also were at issue last fall when the state sought federal legislation to amend regulations governing the distribution of State Student Incentive Grant funds. After the Coordinating Board commissioner took issue with federal requirements allowing certain unaccredited postsecondary institutions to participate in the program, Congress enacted legislation that allows states to uphold their own statutes and definitions of an institution of higher education.

Supply and Demand Study

To assist postsecondary institutions in responding more effectively to the needs of the marketplace, the Coordinating Board in March updated its 1978 statewide study of educational supply and occupational demand. The latest report found that the job market in Texas for this year's college graduates is better than it has been for the past two years. For students completing vocational programs, the outlook is even more favorable than for those earning bachelor's, graduate or professional degrees. Employment opportunities were assessed for about 200 postsecondary academic and vocational programs. Implementation of a state plan for the educational information centers (EIC) program is further expected to increase efficiency in postsecondary education through the establishment of a centralized clearinghouse consolidating information on postsecondary opportunities in Texas.

Educational Information Centers

Articulation

In other activity, the board staff continued its review of core curricula to improve the articulation between community colleges and senior institutions. Committees have been appointed to reassess or develop new core curricula in the areas of business administration, speech communication, theatre arts, art, physical education, health education, social work education and music.

UTAH

State Board of Regents
807 East South Temple, Suite 204
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Terrel H. Bell, Commissioner and Executive Officer

Enrollments

In 1979-80, the nine institutions of higher education in Utah experienced an unexpected combined increase in enrollment of 4 percent. In light of reduced revenues necessitating a 4 percent cutback in budgets this year, the increase in enrollment will severely tax the already limited funds. Current high inflation, holding dollar increases to last year's amounts in real dollars, adds another financial burden. Inflation, budget cuts and a rise in enrollment challenge the system of higher education and the Board of Regents. Innovative programs, creative use of funds and conservative spending will help meet these challenges and insure continued progress.

Budget Problems

Faculty Workload

With an emphasis toward increased efficiency and cost reductions the regents are actively pursuing a study of faculty workload. Along with the financial side of this study comes the potential benefits of improving morale among

the teachers and achieving a more equitable distribution of educational talent.

Tuition Increases

Appropriate student tuition increases are one way to meet ever growing financial requirements. This year the regents called for a 10 percent resident tuition increase to help meet some of the economic realities faced by Utah's colleges and universities. The board agreed that nonresident tuition should experience a more substantial increase this year. These increases are based on a comprehensive long-range analysis by the tuition study committee.

Student Loans

The federal guaranteed student loan program in Utah assists many students in their college pursuits. An interest free loan of up to $2,500 per year for four years of college undergraduate work, and $5,000 per three years of graduate work, is now available to students needing assistance. New student loans in Utah totaled $14,058,423 for fiscal year 1978-79. The many grant and loan opportunities available through local, state and national agencies give students throughout the state ample opportunity to acquire higher education experience.

Nursing Manpower Needs

During the year the regents entertained presentations from parties deeply concerned with the nursing shortage in Utah. The feeling of the board was that the shortage needs to be dealt with as quickly and efficiently as possible. The regents therefore adopted a motion to seek a $1 million appropriation for this cause.

VERMONT

Higher Education Planning Commission
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David M. Otis, Executive Director

Facilities

The General Assembly in its 1980 session passed only one piece of legislation directly affecting higher education. The legislation, which made technical changes in the statute governing the Vermont Education and Health Buildings Financing Agency, permitted the agency to refinance building projects and provided somewhat greater flexibility in its operations.

Appropriations

Total general fund appropriations approved by the legislature for fiscal year 1981 amounted to $246,558,365 of which $30,459,400, or 12.4 percent was allocated for higher education. The appropriation for higher education represents an increase of $3,399,100, or 12.6 percent, over the fiscal year 1980 appropriation. A capital bonding act was also passed authorizing general fund bonds of $11,251,500 for all construction projects, of which $1,660,000 was appropriated for building projects at the University of Vermont and $1,015,000 for repair and energy conservation projects at the four state college campuses.

State Financing Study

The Higher Education Planning Commission, in response to a request of the 1979 legislature, conducted a study of the state's policies for financing higher education. In carrying out the study the commission was assisted by four members of the general assembly designated for that purpose. The study group analyzed higher education's share of the total general fund in three ways — historic trends during the past 10 years, comparison of Vermont's higher education funding efforts to those of other states and appropriations in relation to enrollment trends of Vermont students enrolled

in state-assisted higher education institutions and programs. The study groups considered five alternative funding strategies ranging from allocation of all higher education appropriations to student assistance (and none for institutions) to allocation of all appropriations to the public institutions (and none for student assistance). Also considered were strategies based on percentage increases for each existing state-assisted institution and agency to meet cost-of-living changes, explicit funding criteria (suggestive of formulas to some members of the group) for each major program purpose and, finally, allocations to institutions and agencies based on agreed policy goals, operating principles and comparable benchmark information.

Recommended Funding Policies

The study group recommended the latter strategy and developed a set of policy goals and operating principles intended to guide higher education appropriations. The recommendations defined state goals of diversity, quality, choice, availability (access) and accountability. Operating principles applicable to public institutions, independent institutions and all institutions were recommended. The study group recommended that (1) higher education's share of the total Vermont general fund be increased, (2) allocation of state funds to the various higher education institutions and agencies be designed to maintain a "balanced mix" of direct support to the public institutions and support to students to attend any institution, (3) future appropriations be allocated in accord with the policy goals and operating principles recommended by the study group and (4) the goals, principles and the appended Vermont higher education information source-book be updated each year by the Higher Education Planning Commission in consultation with the house and senate committees on education. The report was presented to the governor and general assembly in December and was frequently quoted by various institutions and agencies appearing before the appropriations committees. Individual legislators have commented that the study report helped them understand more clearly how higher education is financed in Vermont and the state's relationship to it.

Enrollments

Total headcount enrollment in Vermont higher education institutions was 29,548 in fall 1979, a decrease of 245, or 0.8 percent, from fall 1978. Of this number, 16,994 were enrolled in state-assisted institutions (12,111 full-time and 4,883 part-time) and 12,554 in independent institutions (10,763 full-time and 1,791 part-time). The total included 22,874 full-time students. The fall 1979 enrollment report was published by the Higher Education Planning Commission based on institutions' responses to the Higher Education General Information Survey (HEGIS) and state survey forms keyed to the HEGIS forms. For the first time the enrollment report included full-time equivalent enrollments using a common statewide definition for full-time equivalents of part-time enrollment. Using the definitions, Vermont had 25,085 full-time equivalent (FTE) students, 13,656 at the state-assisted institutions and 11,429 at independent colleges. Of this total, 22,714 were FTE undergraduates and 2,371 were FTE post-baccalaureate students.

Student Immigration

The Higher Education Planning Commission published in March a report on immigration of college students, based on the fall 1979 HEGIS survey. The report showed little change in immigration from the fall 1975 report. Vermonters made up 41.8 percent of all first-time freshmen enrolled in Vermont institutions (53.9 percent at public institutions, 29.2 percent at independent colleges) compared to 42.9 percent in fall 1975. Out-of-state students continued to come mainly from nearby states with Massachusetts, New York, Connecticut and New Jersey students accounting for 42.3 percent of all first-time freshmen, compared to 41.7 percent in fall 1975.

VIRGINIA

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Gordon K. Davies, Director

Enrollments

The 1979-80 academic year showed continued but modest growth in higher education enrollments in Virginia. While individual public institutions' changes varied from an 11.3 percent decline to a 34.5 percent increase, the system as a whole increased 3.3 percent in fall headcount enrollment. Independent institutions also increased by 3.1 percent in total fall headcount. Spring of 1979 saw the largest class of graduating high school seniors in Virginia's history; another such class is not in the offing before the turn of the century.

Enrollment Reporting Practices

The late summer and early fall saw another sort of interest in enrollments in Virginia. Because of newspaper allegations of improprieties in enrollment reporting in the community college system, the Council of Higher Education conducted a review of enrollment reporting practices in the community colleges. The review indicated there was widespread variance in the application of reporting policies, but no intentional misreporting of enrollments. A number of colleges, in fact, were found to have underreported their actual enrollments.

Appropriations

The 1980 General Assembly convened in January to consider the state budget for 1980-82. Accordingly, in the fall the Council of Higher Education developed its budget recommendations for the 39 public institutions of higher education and affiliated agencies. For the educational and general programs of the institutions of higher education the council recommended $836.6 million; the legislature appropriated $820.4 million. This amounted to an increase of 21.3 percent over the 1978 biennium. In addition, the legislature appropriated a total of $173.7 million for higher education capital outlay, $76.6 million of which was from the general fund. The General Assembly also supported the council's recommendation that no additional student housing be authorized at urban institutions of higher education.

New Veterinary School

Law School

Aid to Private

Appropriations for 1980-82 included a number of noteworthy steps for higher education. The most significant new program added was the college of veterinary medicine at Virginia Polytechnic Institute and State University, which was appropriated $2.8 million in operating funds from the general fund. The veterinary school also received $8 million in capital outlay from the general fund. Also added to the higher education totals in 1980-82 was the school of law at George Mason University. In addition, the legislature increased the nonneed-based program for Virginians attending independent colleges to $625 per year per student.

Maintenance of Excellence Funds

The legislature also took an action that had policy significance through the appropriations act. A major new initiative was the appropriation of $1.7 million for a program known as "Funds for Maintenance of Excellence." This program is intended to make available to institutions of higher education funds to create or maintain excellent programs in a period of stable enrollments. Funds are distributed by the Council of Higher Education on a competitive basis. The program represents a step away from enrollment-based funding. Shortly after the legislative session, the council selected 19 of more than 80 proposals to receive "excellence" funds.

Institutional Authorization

Only one major piece of legislation concerning higher education was introduced — a bill to spell out the council's responsibilities with respect to nonstate-supported institutions of higher education. The bill in effect codified the council's current procedures concerning the approval of Virginia's independent colleges and universities and at the same time gave the council greater authority to scrutinize the offerings of out-of-state institutions of higher education operating in Virginia.

Teacher Education

The area of teacher education and certification also received much attention from the legislature. Among other measures, a resolution requesting the Council of Higher Education to conduct a study of criteria for admission to teacher education programs was adopted. In addition, a number of resolutions calling for studies of various aspects of higher education, including student financial assistance and graduate and continuing education in engineering, were approved.

Legislative Resolutions

Master Plan

The major planning activity for higher education in 1979-80 was the publication of the 1979 update to the *Virginia Plan for Higher Education.* This edition of the plan was published in two volumes, one narrative and one statistical. The first volume discussed six current issues in Virginia higher education: enrollments, the emerging role of Virginia's urban universities, teacher education programs, higher education finance in the 1980s, future support for research and off-campus courses and programs. Volume I also includes mission narratives for all public and independent colleges and universities in Virginia. Volume II displays statistical information on each public and independent institution of higher education, such as student characteristics, geographical distribution of enrollments, degrees conferred, credit hours generated and cost per credit hour, academic degree programs and other fiscal and instruction-related information. The institutional statistical profile provides a snapshot of an institution and describes a base against which future changes in mission can be measured.

WASHINGTON

Council for Postsecondary Education
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C. Gail Norris, Executive Coordinator

Expenditures Study

The 1978-79 unit expenditures study is a biennially recurring project initiated in 1970-71 in response to various requests from the governor and the legislature. After consultation and review of the current guidelines by the council staff, the four-year institutions and the State Board for Community College Education, data on 1978-79 expenditures have been collected, edited and analyzed with the completion of the study planned by fall 1980.

Faculty Salaries

The 1979 appropriations act directed the council to study the area of faculty salaries. The proviso directed the council to develop a faculty salary schedule accommodating the full-time regular faculty members with the six four-year public institutions in Washington. At this time the council has completed development of a prototype schedule and is currently applying actual data supplied by the institutions to that schedule. An additional legislative request has asked the council to conduct research into the methods by which compensation will be determined as part of the overall study. It was anticipated that this project would be completed this calendar year. The 1979 legislature requested the council to review the compensation policies

Student Salaries

that apply to student employees in the state's institutions of higher education. The council has divided this study into two parts: compensation for teaching assistants and compensation for all other students. A preliminary report on this subject will be completed in August 1980 and the final report sent to the legislature prior to November 1, 1980.

Budget Formula Manual

The legislature also directed the council to prepare a manual explaining, documenting and defining current budget formula procedures for the instruction, library, student services and plant operation and maintenance programs. In addition to completing the formula "users manual," the council has updated related computer programs in order to have them conform to the new formula manual.

Tuition and Fees

The council is required by law to review and make recommendations concerning tuition and fee policy at the state's public institutions. Since the last tuition and fee increase occurred in academic year 1978-79, the council is conducting an extensive review of this subject. A study and analysis of tuition and fee waivers and resident fee classification are also currently under way by the council.

Student Aid Studies

During 1980-81 the financial assistance section of the Council for Postsecondary Education will continue to study the federal Education Amendments of 1980. Particular attention will be devoted to changes made in student financial aid programs and the Department of Education's method of allotting funds to states and allocating aid to institutions within the state. State student financial aid programs will be evaluated and modified in conjunction with program advisory committees comprised of institutional personnel, with recommended changes and accompanying budget requests for the 1981-83 biennium prepared by fall of 1980. In addition, the financial assistance staff will continue to conduct compliance audits of state student financial aid program expenditures at the institutional level and will devote considerable effort to promoting academically related work opportunities for students through maximizing the state work-study program. The council recently purchased a computer software package that should significantly strengthen the research capacity of its financial assistance staff in forecasting the effect of various student aid program changes.

Current Studies and Projects

Other recurring projects for the coming years are recommendations and status report on faculty salaries, tuition and fee comparisons, reports on legislative actions, national financial comparisons, professional leave reports, operating and capital budget recommendations and the financial review of proposed new programs. Several studies are under way and are expected to be completed by the council staff during 1980-81. These include a review of graduate education in the state, a study of independent higher education, a survey of remedial education programs in postsecondary education institutions and an assessment of the postsecondary education needs of Indians in the state.

Institutional Authorization

The council began implementing the new Washington State Educational Services Registration Act in January 1980. The council is responsible for registering degree-granting institutions and certain nonvocational institutions. The State Commission for Vocational Education is responsible for registering independent vocational schools.

Reciprocity

The council has initiated a study to determine the desirability and feasibility of extending Washington's reciprocal and resource-sharing arrangements beyond Oregon and British Columbia to include Alaska, Idaho and Montana. A special joint legislative committee was established to consult with legislative bodies in other states in the region.

Transfer of Credits

Only a few upper-division programs in Washington allow for the relatively easy transfer of credit between two- and four-year programs in similar technical fields. A senate resolution, however, may result in improvement in the area of engineering technology. The resolution directs the council, the regional universities and the State Board for Community College Education to work together to establish "one or more pilot engineering technology programs in one or more heavily industrialized and populated areas." In response, the council staff has proposed that planning begin immediately by the three regional universities to develop a bachelor of science in engineering technology program that will provide technical coursework at the upper-division level, and that the fall of 1982 be viewed as the deadline for establishing such off-campus upper-division programs in the Tri-Cities, Spokane and Puget Sound areas.

Engineering Technology

Off-campus Programs

Off-campus instruction continues to represent an area of rapidly developing policy in higher education. In February 1980 the council adopted a report that adds specific policy requirements for off-campus and reduced-residency doctoral programs to the general guidelines for the coordination of off-campus instruction programs. Doctoral-level programs are treated somewhat differently from programs at other degree or certificate levels, especially in respect to certain qualitative, resource and financing requirements that must be satisfied before doctoral programs can be established away from the primary campuses of the two public universities authorized to award doctoral degrees. In addition, the council's general off-campus policies will be undergoing revision during 1980-81 to reflect experience gained in their first two years of operation.

Educational Information Centers

In October 1979 the council and the Washington Occupational Information Service began working together to establish the educational information center (EIC) network. The primary objectives of the EIC network are to: (1) increase the awareness of all Washington residents about the range of postsecondary educational and occupational opportunities and options available and appropriate to them and (2) offer current, comprehensive unbiased and free education and career information to every interested resident. The EIC network is comprised of 38 organizations that sought designation as EICs — public libraries, community colleges, vocational-technical institutes and public service organizations. These are organizations that currently offer education and career information services and wish to increase their visibility to the potential user and to each other.

Program Approval

During the 1979-80 fiscal year, the council approved the initiation of four new degree programs, and concurred in the voluntary termination of several graduate programs. The council staff and representatives of Washington State University and the University of Washington are presently involved in a comprehensive examination of the future of the state's two schools of pharmacy, to be completed in December 1980. The comprehensive review culminates a seven-year effort and follows a number of studies aimed at exploring ways in which the two schools, located on opposite sides of the state, can collaborate in their offerings or complement each other's programs. In its review the staff is preparing detailed comparative profiles of the two schools, including such matters as the availability of future resources, the evolution of the profession, program content and structure, and the supply of and demand for pharmacists.

Pharmacy Schools Study

WEST VIRGINIA

Board of Regents
950 Kanawha Boulevard East
Charleston, West Virginia 25301
Robert R. Ramsey Jr., Chancellor

Robert R. Ramsey Jr., former secretary of education for Virginia, was selected by the Board of Regents as chancellor to replace Ben L. Morton who resigned effective June 30.

Student Loans

The Higher Education Assistance Foundation contracted with the regents to serve as the agency to process guaranteed student loans in conjunction with commercial lending instituions for West Virginia college and university students. The arrangement serves two purposes: first, loans made to students by commercial lenders are guaranteed by federal government reinsurance provisions and, second, the agency will serve as a "lender of second resort" should a student be unable to secure a commercial loan.

Basic Skill Programs

Efforts are under way to upgrade basic skill programs for students who are deficient in certain areas and who are enrolled in West Virginia's public colleges and universities. The academic affairs advisory committee of the Board of Regents is compiling a report to be presented to the regents later this year. The report will address student lack of competency in areas of math, reading and English. A study by the Postsecondary Education Commission, completed in 1979, indicated a number of students at several public institutions were not served adequately by basic skill programs in existence.

Reciprocity

West Virginia, through the Board of Regents, has entered into reciprocity agreements with Pennsylvania and New Jersey. Under the arrangements, West Virginia residents may use financial aid awarded under a state tuition grant program at participating colleges and universities in the other two states. Conversely, Pennsylvania and New Jersey residents may use financial awards to attend institutions in West Virginia.

Reorganization Study and Recommendations

Two reorganizational options concerning the West Virginia Board of Regents were contained in a consultant's study presented to the state legislature prior to the 1980 session. The study recommended the present governing structure of the regents be disbanded in favor of a coordinating board in addition to the establishment of three additional governing boards. Under the second recommendation, the present governing board would be retained with several changes in policies and procedures. Both upper and lower chambers of the legislature introduced bills relating to some of the proposed changes, but none was passed during the session which ended in March. One proposal that generated more interest than others is one that would abolish present college and university advisory boards and replace them with development boards, which would have certain functions such as review of institutional proposals for new programs and an active role in presidential searches.

Faculty Salaries

Legislation that became law resulted in faculty being authorized to receive salaries on a 12-month basis.

Aid to Nursing Students

Another act allowed students enrolled in three-year nursing diploma programs at nonprofit hospitals to become eligible to participate in the state's scholarship program for tuition and fee waivers.

WISCONSIN

University of Wisconsin System
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Robert M. O'Neil, President

Transitions During Year

For the University of Wisconsin System, the 1979-80 year was one of transition and planning for a decade of projected enrollment decline. A new system president and new chancellors at 3 of the 13 universities took office during the year. In a November 1979 report made in response to a legislative mandate the Board of Regents declared that effective and efficient management tools for addressing and resolving most of the academic and institutional problems associated with enrollment decline — program reductions, mission changes and fiscal restraints — are already in place in the University of Wisconsin System, are working and should be continued. It was recommended that task forces be established to review the missions of institutions when their operating costs were above certain fiscal threshholds. Two such task forces were created and have reported to the president with recommendations for changes in missions of institutions.

Institutional Problems and Missions

Enrollments

Total headcount enrollment at the 13 universities and 14 two-year centers in fall 1979 reached an all-time high of 150,629, up 2,695 over fall 1978. Full-time equivalent (FTE) enrollment totaled 126,928, up 1,888 from fall 1978. On a headcount basis, enrollments increased at 12 of 14 institutions. On a FTE basis 12 institutions had increases ranging from 0.6 to 4.0 percent, while two institutions reported decreases of 0.2 and 3.9 percent. Enrollment of women students continued its steady increase. The number of women increased 2,894 over fall 1978 to a total of 75,305. The number of men declined 199 to 75,324. Students age 25 or older accounted for 29 percent of the system total, and nearly 39,000 student or 26 percent of the total were enrolled on a part-time basis. The freshmen-sophomore centers and three universities enrolled more than 40 percent part-time students. Projected enrollments reported to the regents in April 1980 show the system total peaking at 152,171 in fall 1981 and then declining in fall 1987 to 138,504, which would still be above the levels of the early 1970s.

Appropriations

A budget of $949 million was approved for 1979-80 to operate the university system. Of the total, $427.6 million or 45 percent came from state tax funds and $118.4 million or 12 percent from student fees. The remainder was derived from federal support, gift and trust income, hospitals, auxiliary enterprises and other operational receipts. The budget required an 8.1 percent increase in state tax funds over the previous year, an 8.7 percent average increase in student fees/tuition, a 4.6 percent increase in room charges and a 6.5 percent increase in meal charges. For 1979-80 average salary increases of 9 percent were approved for faculty, academic staff and classified civil service staff.

Tuition Increases

Salary Increases

Collective Bargaining

The legislature debated a bill to permit collective bargaining by University of Wisconsin System faculty and academic staff but the state senate killed two versions of the bill shortly before adjourning in April 1980. One version would have designated the State Department of Employment Relations as employer and state negotiator with a maximum of six bargaining units. The other would have designated the Board of Regents as negotiator and authorized units for faculty and academic staff at each institution, a potential area of 30 units. A threatened strike of state civil service employees, including many system employees, was averted early in

September 1979 when the state and the Wisconsin State Employees Union agreed on contracts covering 24,000 state workers for 1979-80 and 1980-81. At the University of Wisconsin-Madison, the teaching assistants association went on strike for 34 days in spring 1980, then voted to return to work without a new contract.

New Facilities for New Centers

The state budget authorized a bonding ceiling of $28 million for construction of a school of veterinary medicine at Madison and River Falls, with completion scheduled for fall 1983 to be ready for the first class of 80 students. After a 24-year effort to get approval and funding by Congress, ground was broken in October for a new $5.1 million U.S. dairy forage research center on the University of Wisconsin-Madison campus. The program will add 14 scientists to the faculty. Field facilities for a 400-cow herd are under construction on a 1,400 acre site north of Madison.

Recruitment and Mission Reviews

Because support costs per student were exceeding formula limits, task forces were named to review missions of one university (University of Wisconsin-Superior) and three two-year centers (Barron County, Medford, Richland Center) and report to the system president and regents. A study group reported that student recruitment and public information must have high priority for institutions of the system and involve the total university community. The report includes recommendations for improving effectiveness of recruiting and public information activities.

Nursing Education

New programs in nursing involving a number of University of Wisconsin System institutions are being planned or implemented as the result of recommendations by the Wisconsin statewide study of nursing and nursing education. Included are completion programs to enable graduates of three-year diploma programs to earn bachelor of science in nursing degrees. All public and independent institutions offering nursing programs participated in the study. The first of two volumes of a final report has been published.

Task Force on Women

A 21-member task force on women gathered information from all University of Wisconsin System institutions and was to report to the Board of Regents in October. The university system and the Wisconsin Educational Communications Board undertook a study to determine the most effective ways to operate 21 noncommercial educational radio stations in Wisconsin.

Public Radio

WYOMING

Joint Subcommittee for Postsecondary Education
1720 Carey Avenue
Boyd Building, 5th Floor
Cheyenne, Wyoming 82002
Russell A. Hansen, Executive Secretary

New 1202 Commission

During March 1979 the governor of Wyoming designated a joint subcommittee made up of University of Wyoming trustees and Community College Commission members as the Wyoming Postsecondary Education Commission. This six-member entity serves as the 1202 commission and carries the responsibility for postsecondary education, coordination and governance. The executive secretary of the community college commission has been designed as the executive officer for the joint subcommittee. Project activities have been carried out through the combined contributions of the

staffs serving the Community College Commission, the University of Wyoming and the community colleges.

Statewide Report

The principal activity of the joint subcommittee has been the development of a base document describing the general status of postsecondary education in Wyoming. The report provides the 1202 commission, the governor, the legislature and other interested persons or agencies with a quantitative description of existing institutions and processes in higher education. An extensive statistical profile of each college and its outreach program is being compiled as an appendix to the report and will be available upon completion. Evaluative analysis based upon the foundations identified within the report is projected as future 1202 commission activity.

Coordination

The joint subcommittee has worked closely with the joint education subcommittee of the state legislature to determine appropriate directions for coordinated governance and to develop project activity. Members of this legislative group have attended meetings of the joint subcommittee and have participated in discussion and debate.

Articulation and Transfer

A major statewide project has been the organization and administration of articulation conferences for and among major curriculum components throughout the higher education system. The activity has facilitated a smoother and more certain transfer process for students between institutions and has significantly aided interinstitutional communication.

Course Catalog

The joint subcommittee has encouraged further development of a course-equivalency catalog for the state system. The catalog, to be completed during 1980, will provide a designated course equivalency at the University of Wyoming for every transfer class taught in the state's community colleges.

Curriculum Study

The state has initiated an evaluation study and a planning process for selected curriculum areas. The first study will result in an organized approach to program development in the energy education curriculum and will provide a statewide need analysis for energy-related instruction.

CANADA

ALBERTA

Department of Advanced Education and Manpower
Devonian Building, 9th Floor
11160 Jasper Avenue, East Tower
Edmonton, Alberta, Canada T5K 0L1
Henry Kolesar, Deputy Minister

Institutional Changes

The Department of Advanced Education and Manpower concentrated its efforts during fiscal year 1979 on coordinating and facilitating the provision of educational and employment services to adult Albertans. On April 1, 1978, four provincially administered institutions — Fairview College, Keyano College, Lakeland College and Olds College, as well as the Banff Centre for Continuing Education — gained self governance and became autonomous members of the advanced education system.

Program Approval

Major activities of the department included the approval of new education and training programs including an individualized computer-managed emergency medical technician-ambulance training program and the accommodation of the rapidly expanding apprenticeship program. The department also

Educational/ Employment Needs Planning

continued its involvement in the development of distance education systems. This was in anticipation of educational and training needs of the growing population in areas outside the large urban centers. Planning activities were initiated to address employment and training demands that might be generated in the future by the construction and operation of large industrial projects in Alberta. Finally, revisions to the employment counseling and relocation services program in Northern Alberta, the summer temporary employment program, hire-a-student and the priority employment program were made to insure that these programs continue to meet their objectives effectively.

Adult Education

In the next fiscal year, the department will continue to provide and improve educational and manpower services to adult Albertans. It is also anticipated that the department will give increased attention to the other areas of its responsibility concerned with demography, immigration, professions and occupations, and science and research.

MANITOBA

Universities Grants Commission
11-395 Berry Street
Winnipeg, Manitoba, Canada R3J 1N6
W. C. Lorimer, Chairman

Appropriations

The provincial government is continuing to exercise restraint in the public sector to curtail the rapid rise in government spending. The legislature has provided $101.5 million in operating funds to the commission for support of the three universities and one affiliated college. The commission through the addition of some surplus funds available to it was able to provide an increase to the three universities and one affiliated college of 8.3 percent.

Enrollments

Manitoba institutions experienced a decline in total enrollment of 2.2 percent in 1979-80. Full-time students numbered 15,555, a decrease of 4.4 percent from 1978-79. Part-time enrollment at 20,463 showed a very slight decrease from 1978-79 of 0.4 percent. Full-time graduate enrollment was 1,546, a slight decrease of 0.6 percent over the previous year.

Program Approval

During 1979-80 four new, or revisions of existing, programs were approved. No new major programs have been proposed by the institutions for 1980-81 as yet, although some new programs or revisions to existing programs are expected.

Capital Funding

The government provided the four institutions with a total of $1,485,700 for miscellaneous capital and in addition through a special warrant provided $2 million of miscellaneous capital for specific projects for which the funds had to be committed on or before March 31, 1980.

MARITIME PROVINCES (New Brunswick, Nova Scotia, Prince Edward Island)

Maritime Provinces Higher Education Commission
Kings Place, Box 6000, Suite 450
Fredericton, N.B., Canada E3B 5H1
Catherine Wallace, Chairman

During the fiscal year 1979-80, seven commission meetings were held. In

Planning and Coordination

addition, the commission met with presidents, students and faculty in Halifax, Charlottetown and Moncton. In June 1980, *Issues for the Eighties* was published, incorporating the Maritime Provinces Higher Education Commission's planning recommendations for 1979-82. At year end the evolving planning process was again being updated to cover the period 1980-83.

Enrollment

Enrollment in each of the three Maritime provinces remained fairly stable in 1979-80. Total full-time equivalent enrollment in institutions on the commission's schedule was 34,782.5 in 1979-80 compared with 35,443.6 in 1978-79.

Program Approval

During the reporting year, the commission considered a total of 24 proposed programs. Thirteen of these were approved, three were not approved for funding and eight were still under review at the end of the year. As in past years, advice on programs was furnished by a joint committee of the Association of Atlantic Universities and the commission.

Appropriations

The commission's 1980-81 funding recommendations, which were presented to and accepted by the Council of Maritime Premiers during 1979-80, provide a total of $177.2 million in operating assistance for the Maritime postsecondary institutions. For the first time in 1979, operating assistance was allocated by means of the formula developed by the Association of Atlantic Universities-Maritime Provinces Higher Education Commission operating grants formula committee. The formula's two components — a flat grant averaging 75 percent and an enrollment-driven grant averaging 25 percent — were designed to alleviate the impact of declining enrollments.

New Formula

Student Aid Study

A major study of student financial aid, launched in March 1978, was completed and received by the commission in March 1980. The report will be used as a basis for formulating recommendations to the Council of Maritime Premiers as well as for a study by the federal-provincial task force on student assistance.

Policy Academy

At the council's request, the commission developed and presented a new draft agreement on the Atlantic police academy. The revised agreement was signed by all three premiers in January 1980. Also in January, the council approved the commission's funding recommendations for the new Maritime forest ranger school facilities and the required architectural planning. The project is to be cost-shared with the federal government.

Forest Ranger School

Telecommunications

Because of rapid technological developments, the commission decided to host a telecommunications conference in Halifax in 1981. The conference will be aimed at exploring how the Maritimes might benefit most efficiently and effectively from these new advances.

Role and Goals

During 1979-80, each institution on the commission's schedule was asked to prepare a statement of its role and goals. The commission plans institutional visits in 1980-81 to discuss these statements and subsequently include them in the 1981-84 update of the three-year plan.

New Finance Committee

The ad hoc Association of Atlantic Universities-Maritime Provinces Higher Education Commission operating grants formula committee was dissolved last year on completion of its work. A newly structured committee will provide advice on financial matters on an ongoing basis. By the end of the year composition and terms of reference of the committee were being finalized.

ONTARIO

Ministry of Colleges and Universities
Mowat Block Queen's Park
900 Bay Street
Toronto, Ontario, Canada M7A 1L2
Bette Stephenson, Minister

Appropriations

For the 1980-81 fiscal year, the government will provide $838.8 million in operating funds, an increase of 7.3 percent, for the support of 15 universities, their affiliates and 3 other publicly supported postsecondary institutions. In addition, approximately $317.6 million will be given to 22 colleges of applied arts and technology.

Student Aid

In the 1980-81 fiscal year, the government will increase funds for the Ontario study grant plan by 13.7 percent to $79.7 million. For the 1979-80 academic year, 65,743 university and college of applied arts and technology students received $67.9 million from the Ontario study grant plan. The government will also make available in 1980-81 $5.6 million for 1,200 Ontario graduate scholarships.

Enrollments

During the 1979-80 academic year, total postsecondary full-time and part-time enrollment increased by 2.2 percent over the 1978-79 academic year. Full-time university students numbered 154,614, a decrease of 0.1 percent over the previous year, while part-time enrollment increased by 6.0 percent to 85,310 students. In the colleges of applied arts and technology, full-time enrollment was 70,439, an increase of 8.7 percent.

SASKATCHEWAN

Saskatchewan Universities Commission
2302 Arlington Avenue
Saskatoon, Saskatchewan, Canada S7J 3L3
W. M. Sibley, Chairman

Appropriations

For the 1979-80 fiscal year the legislature provided operating funding of $82,983,000 to the university sector, allocated by the commission between the University of Saskatchewan and the University of Regina. This was an increase of 7.6 percent over the operating grant for 1978-79. Capital grants to the sector totaled $11,025,000, including amounts for major projects, minor projects and renovations, and debt servicing. Major projects included a new campus center and major expansions to the college of engineering and western college of veterinary medicine at the University of Saskatchewan.

Enrollments

Full-time undergraduate enrollment in 1979-80 was 13,005, a decrease of 2.9 percent from 1978-79. Part-time undergraduate enrollment was 1,306, an increase of 7.5 percent from 1978-79, for a total undergraduate enrollment of 14,311, a decrease of 2 percent from 1978-79. Total full-time and part-time graduate enrollment in 1979-80 was 1,269, an increase of 4 percent from 1978-79. Extension and correspondence enrollment was 4,613, an increase of 5.7 percent over 1978-79. Full-time equivalent enrollment in the sector was 15,144, a slight decrease of 1.5 percent from 1978-79.

Funding Study

Funding is not based upon an enrollment-driven formula in Saskatchewan. However, in 1979-80 a study was begun of relationships among enrollments,

staffing and funding as one part of a major planning exercise aimed at evaluating strategies for the decade of the eighties.

Program Review

Discussions continued in 1979-80 on implementation of the report of the agricultural services and research review committee, including initiation of a further study on the University of Saskatchewan research farms operations. With respect to instruction programs, the commission reviewed and approved a University of Regina proposal for the degree of bachelor of Indian social work.